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ABSTRACT

Twelve institutions with experiential learning programs in higher education were selected to develop practical models that could be useful to similar institutions. Attention was to be focused on either or both of two areas of concern for experiential learning programs: the establishment of criterion standards for assessment and the financial implications of new assessment programs. The project included several workshops: an introductory workshop to create a common conceptual context and base of information, a second workshop to review and critique preliminary models, and dissemination workshops to provide information on how to use models in other institutions. An assessment of the project by the project audit committee is presented. Brief summaries of each institution's model prepared by its authors are presented, and audit committee comments on each model are included. Outcomes and implications of the project are discussed by the project director. Appendices include agendas for workshops, an annotated list of project reports, seminar agendas, and agendas for local workshops. The following institutions participated: Antioch College, Community College of Vermont, the Consortium of the California State University and Colleges, Delaware County Community College, Florida International University, Memphis State University, Metropolitan State University, San Francisco State University, Union College, University of Kentucky, University of Oregon, and Webster College. (SW)

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**Final Report
for
Operational Models Project
December, 1976**

**COOPERATIVE ASSESSMENT
OF EXPERIENTIAL LEARNING**

(ETS-75-7105)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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#Member of the CAEL Steering Committee and Board of Trustees that took office October 12, 1976.

CAEL is an educational association of 250 institutions of higher education and other educational organizations. It was chartered by the Regents of the State of New York in September, 1976 for the purpose of fostering experiential learning and the valid and reliable assessment of its outcomes.

CAEL (Cooperative Assessment of Experiential Learning) started in March, 1974 as a research and development project involving Educational Testing Service and a group of colleges and universities. Funding was provided initially by the Carnegie Corporation of New York and subsequently by the Ford Foundation, the Lilly Endowment, and the Fund for the Improvement of Postsecondary Education.

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FINAL REPORT
FOR
CAEL OPERATIONAL MODELS PROJECT

December 31, 1976

Cooperative Assessment of Experiential Learning

CONTENTS

List of Participants	ii
Preface	iii
I. Introduction	
<i>Hadley S. Nesbitt</i>	1
II. Report of the Audit Committee	
<i>John Jacobson, Chairman; William R. O'Connell;</i> <i>Patricia Thrash</i>	5
III. Twelve Institutional Models -	
Summaries by the Authors and Comments of the Audit Committee	13
• Antioch College - <i>Ruth Churchill,</i> <i>Andre Guerrero, Janet Hartle, Harry Horwitz</i>	14
• Community College of Vermont - <i>Laurent Daloz,</i> <i>Clotilde Pitkin</i>	19
• The Consortium of the California State University and Colleges - <i>Barrie D. Bortnick</i>	23
• Delaware County Community College <i>Eugene J. Kray,</i> <i>Lorraine D. Hultgren</i>	26
• Florida International University - <i>Nancy Wylie</i>	29
• Memphis State University - <i>Richard R. Ranta</i>	33
• Metropolitan State University - <i>Annie Belle Calhoun,</i> <i>James Deegan, Leah Harvey, Charles Libera</i>	37
• San Francisco State University - <i>John W. Kinch</i>	41
• Union College - <i>Dale K. Meyers, Joe G. Thomas</i>	45
• University of Kentucky - <i>Barbara K. Hofer,</i> <i>Robert Sexton, Ernest Yanarella</i>	49
• University of Oregon - <i>Richard Fehnel</i>	53
• Webster College - <i>R. Lynn Kelley,</i> <i>Terrence MacTaggart, Robert Spencer</i>	58
IV. Outcomes and Implications	
<i>Warren W. Willingham</i>	63
APPENDIX	
A. Agendas for Workshops A and B	73
B. Annotated Listing of Project Reports	75
C. Seminar Descriptions	81
D. Local Workshop Agendas	87

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PREFACE

The intended audience for reports of the CAEL Operational Models project includes all educators interested in the problem of implementing new programs in colleges and universities for assessing experiential learning. Reporting the outcomes is a sizable task because it was a complex project. It involved 12 institutions working in a cooperative context on slightly different problems in the same general area. This final project report provides an integrative summary primarily to document the process and outcomes of the overall project. Thus, this particular report is intended for the number of people who have been involved in the project and for others especially interested in a detailed review of all phases of the work.

An abbreviated version of this report emphasizing general outcomes and implications will be included in the summary report of the CAEL project--a publication to be made widely available to faculty and staff interested in nontraditional education. Major products of the Operational Models project consist of a series of eight additional reports. An annotated list is provided in Appendix B. The reader is referred to these reports for substantive discussion in some depth of the various assessment issues addressed in the project.

As is evident from the many names of individuals and institutions that appear throughout this report, the CAEL Operational Models project was indeed a cooperative activity. ETS staff developed the grant proposal and background papers, carried out the organizing and administrative work of the project, and published its various reports--all under the policy supervision of the CAEL Steering Committee. But it was the institutions and their faculty who brought singular imagination and great energy to the project; they surely deserve the credit for the useful work that has been done and the significant contribution to higher education. That work is represented in the various reports, summaries, and workshops of the project--all of which are summarized here.

Warren W. Willingham
Project Director

Hadley S. Nesbitt
Project Manager

I. INTRODUCTION

Hadley S. Nesbitt

By mid-1975, after a busy first year of activity, CAEL-- Cooperative Assessment of Experiential Learning--had achieved several important accomplishments toward aiding institutions, students, and faculty interested in strengthening the position of experiential learning in higher education. The project had published a number of resource materials and working papers that were being tried out and reviewed in a variety of postsecondary settings. It had convened two national meetings of the CAEL Assembly. Hundreds of faculty and administrators had met to discuss a type of learning long recognized as an important component of education, but not always assessed in ways as acceptable to many faculty as the more familiar assessment of students in their own classrooms.

But by the same time in 1975, comparatively few institutions had implemented systematic programs for assessing experiential learning. There was little information available to lead institutions through the complexities required to introduce new assessment techniques on a large and equitable scale. Thus the need for an Operational Models project was increasingly recognized.

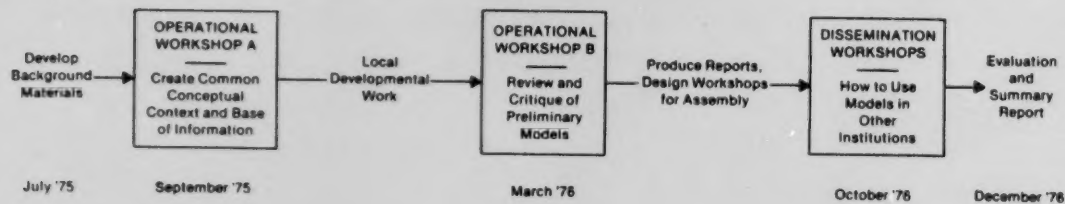
CAEL proposed that a dozen diverse institutions giving evidence of well-planned programs--either already in effect or not far from implementation--be selected to develop practical models that could be useful to similar institutions interested in starting programs of their own. The proposal was accepted and funded by the Fund for the Improvement of Postsecondary Education.

The institutions selected for the project were to focus their attention on either or both of two areas in which some of the hardest questions about experiential learning have been asked--the establishment of criterion standards for assessment, and the financial implications of new assessment programs. The project would be carried out under the direction of the CAEL Steering Committee. Staff from Educational Testing Service would have general administrative responsibility, would provide

technical assistance, and would furnish support in the preparation of publications and workshop materials.

An external committee (Leland Medsker, Chairman; William O'Connell; and Patricia Thrash) selected the 12 participating institutions listed on page ii. The schedule called for staff preparation of background materials by the end of summer, 1975; for an introductory workshop in the fall, orienting the 12 institutions to the project and creating a common sense of direction and purpose; for a second workshop in the spring of 1976, at which preliminary models would be introduced for mutual review and critique; for the publication of individual reports in the summer of 1976; and for dissemination workshops to be conducted as a principal feature of the fall 1976 meeting of the CAEL Assembly. The sequence of events is illustrated in Figure 1.

Figure 1



Workshop A was held in St. Louis in September, 1975. There were some early problems that this workshop seemed either to identify or to cause, and the discussion of them--at the workshop itself, in feedback forms later filled out by the participants, and in the report of participant-observer Patricia Thrash--all led to some additional planning that corrected most of the problems and paved the way for a more productive spring workshop.

In retrospect we can say that these early problems were understandable and not entirely avoidable. The purpose of the staff work behind the first workshop was to provide resource materials, not just for the

workshop, but for the entire project. Extensive materials were developed-- so voluminous that one effect was to diffuse the focus of the workshop. Along the same lines, there was probably too much lecturing and not sufficient opportunity for discussion among institutions concerning their interests and objectives.

These start-up problems were exacerbated by the fact that the institutions and programs varied widely, with respect to both the problems they faced and their developmental objectives. This made it difficult to achieve a common sense of mission or any clear agreement as to what types of issues deserved special emphasis in the work that lay ahead. But staff and participants learned from the experience. A committee was appointed to plan the second workshop (Jules Pagano, Chairman; Bernice Biggs; Laurent Daloz; and Terrence MacTaggart), and, through its efforts especially, the work of the project began to fall into place.

During the winter, an interim resource report, Implementing a Program for Assessing Experiential Learning, was published. It featured some of the more useful items from the materials provided at the first workshop, and elaborated on the question of what an operational model might be. But as the participants began to develop their preliminary reports, the concept of an "operational model" was perceived differently by several institutions. By definition, such a model is not theoretical, and was thus viewed by some as a living, working program that could be described and reported in great detail. In this view the report itself was not considered the model, but rather the description of a model program. On the other hand, some insisted that the model had to be a plan--to become operational, yes, but first to establish the policies and procedures for the program. This semantic problem was overcome with the awareness that the best of programs could not be a model without good documentation, and that the best of plans could not be a model without testing and implementation.

Workshop B took place in San Francisco in March. The agenda took into account a number of the participants' earlier concerns. Each institution presented a preliminary report for formative evaluation. These discussions took place in small group sessions, some of which

employed role-playing as a way of introducing questions that potential critics of the models might raise. If for no other reason than six months' experience in coming to grips with developmental problems, Workshop B was proclaimed successful by nearly everyone concerned.

Support from the Fund was obtained for two additional activities in the last six months of the project. One was the option for each institution to host a local or regional dissemination workshop in addition to the seminar at the fall Assembly meeting. Another was the development by the COMEX program at the University of Southern California of a board game that could be used for simulations in CAEL workshops.

In June, the CAEL Executive Committee accepted 10 of the 12 final reports on the Operational Models for publication in its series of institutional reports. Six of these were published in separate volumes; the remaining four appear in a single volume because they all deal with problems of initiating a program.

At the CAEL Assembly meeting in Cleveland in October, 1976, seminars on the models were presented in two separate sessions. At the same time, an Audit Committee (John Jacobson, Chairman; William O'Connell; and Patricia Thrash) prepared a summative evaluation of the project, as called for in the original proposal.

Section II of this report contains the main body of the Audit Committee's report. Section III includes brief summaries of each institution's model prepared by its authors, followed by comments of the Audit Committee concerning that model. Warren Willingham provides an overview of the project in Section IV. Finally, an appendix includes agendas for workshops A and B, an annotated list of project reports, seminar agendas, and agendas for local workshops. At the time this report was submitted, not all of the local workshops had taken place, but supplementary material was available in some cases and was included in appendix D at the option of the institutions.

II. REPORT OF THE AUDIT COMMITTEE: AN ASSESSMENT OF THE OPERATIONAL MODELS PROJECT

John Jacobson, Chairman

William R. O'Connell

Patricia Thrash

At the outset of the Operational Models project, it was determined that a Project Audit Committee would be appointed to meet at the time of the Dissemination Workshops to review project materials, observe the workshops, discuss the project with institutional representatives, and prepare a report for the CAEL Steering Committee.

The Audit Committee views its task as an assessment of the CAEL Operational Models project both as process and as product. The process included these elements:

1. The selection of the 12 participating institutions in July 1975. This selection provided recognition to the institutions, a measure of financial support, and sanction to develop the models on their campuses.
2. Operational Models Workshop A in St. Louis, September 1975. At this workshop a common conceptual base was created and extensive cognitive background material was provided by project staff. A first opportunity for participants to know each other came as initial proposals were shared for reaction.
3. Operational Models Workshop B in San Francisco, March 1976. At this workshop participants had an opportunity for formative assessment as preliminary models were reviewed and critiqued. There was time for cross-fertilization, testing, refinement, and course correction before the final reports were produced.

4. Acceptance, editing, and publication of the operational models by CAEL as CAEL Institutional Reports.
5. The Dissemination Seminars in Cleveland, October 1976. At this time the institutions, with their reports and any additional information which they wished to disseminate as background, presented their models twice to CAEL participants who might wish to consider how to use the models in their own institutions. There was opportunity for discussion, response, challenge, and evaluation.
6. Interaction with the Audit Committee at the Dissemination Seminars, October 1976. The Audit Committee was convened to provide summative evaluation of the project at the time of the workshops so that, in addition to assessing the published materials, the Committee could observe the Dissemination Seminars and could schedule individual sessions with the Operational Models presenters. Thus the institutions had an opportunity for individualized assessment and response to their models.
7. Final Report of the Project, including the Audit, to be published in December 1976.

The assessment of the Operational Models project as product by the Audit Committee included these elements:

1. Committee members received and read individually the published Operational Models, then compared notes on each model as model, the model's rationale, processes and procedures of the model, and assessment of the model by the institution.
2. The Committee observed the seminar presentations and reactions.

3. The Committee interviewed presenters from institutions regarding their assessments of the Operational Models.
4. The Committee applied the criteria developed at the outset of the project to assess the effectiveness of the models.
5. The Committee drafted its report.

The Committee report is organized as follows: This section covers criteria for evaluation, general comments regarding the Operational Models project, and some summary strengths and concerns as well as implications and suggestions for the future. "Comments of the Audit Committee" follow each of the summaries of institutional work in Section III.

Criteria for Evaluation

Criteria for the evaluation of the Operational Models project were developed by the project staff who felt that activity would be judged successful if:

1. Institutions do participate fully, devoting staff time to the project and turning out reports on schedule.
2. Reports do meet high standards of quality.
3. Faculty and staff of participating institutions judge the project a benefit to their institution.
4. Dissemination workshops are well attended and judged to be useful by those attending.
5. Significant numbers of institutions report plans to try out models on their own campuses.
6. In the eyes of competent, objective judges the project has made a substantial and significant contribution to increased knowledge and understanding of assessment of experiential learning.

It is the Audit team's judgment that on the whole this project has been successful in achieving its stated objectives and the criteria for evaluating its success generally have been met. All institutions seemed to participate fully in the project with the exception that two did not submit timely reports judged to be of acceptable quality and for that reason were not asked by the CAEL Steering Committee to conduct Operational Models dissemination seminars at the October Assembly meeting.

On the basis of information gained from the written reports and our interviews with team members, we can assume that the projects were of benefit to their home institutions, though valid and definitive judgments cannot be made on the basis of evidence available to the Audit Committee.

On the whole the dissemination workshops at this Assembly meeting were well attended by the representatives of CAEL member institutions, though there was a great range in the number of persons attracted to the various sessions. From the reactions we observed and the limited number of evaluation forms received for review, the participants seemed to feel the workshops had been useful. There were numerous indications that parts of all models were being considered for possible adoption, or as a source of new ideas on many campuses. Overall it is our judgment that this Operational Models project has made a substantial and significant contribution to increased knowledge and understanding of assessment of experiential learning.

Individual Institutional Models

In arriving at its assessment of each of the completed projects that yielded published reports, the Audit Committee reviewed the report, observed a portion of the first dissemination seminar, reviewed participant evaluations of the seminar, and then interviewed the people who put on the seminar. In each case the committee asked these questions:

- What were the intended outcomes?
- To what extent were the intended outcomes accomplished?

- Does the model work? What are the positive results?
What are the problems?
- What will be done next as a result of the project?

In the two cases in which reports were not published, a member of the Audit Committee interviewed one of the people responsible for the project and a member of the CAEL Steering Committee to find out why a report had not been published.

The Seminars

Nine dissemination seminars were held at the CAEL meeting in Cleveland, October 10-12, 1976. The University of Oregon and San Francisco State University neither published reports nor gave seminars. Each of the remaining 10 institutions published reports and gave seminars, though Webster and Delaware County Community offered a joint seminar, bringing the total number of seminars to nine.

Each seminar was offered twice--once on October 11 and again on October 12. Members of the Audit Committee observed the sessions held on October 11. These sessions began at 1:45 p.m. and ended at 4:15 p.m., with a half hour break at 2:45. Enrollment in these sessions ranged from 12 (University of Kentucky) to 61 (Florida International University). Actual attendance ranged from 60 percent to 80 percent of enrollment. Average attendance was about 25. These seminars were all serious and lively. Leaders generally varied the activities and elicited at least some active participation from the seminar members.

Overall Assessment

In the opinion of the Audit Committee, the Operational Models project had a number of superior elements. In the first place, the teams and institutions were so selected that they were able to carry out a project rather than just think about it or agitate for it. In the second place, several advantages resulted from the fact that there were 12

institutions working together rather than separately. At the organizational meeting in St. Louis and again at the penultimate meeting in San Francisco, team members were stimulated by conversation with other teams. Also it seems that a mild and healthy spirit of competition among the teams developed, at least in some instances. A third strong point was the contribution to the teams of professional advice and information by the ETS contributed staff. The papers that were handed out at the organizational meeting in St. Louis provided a useful cognitive foundation to the work of the teams. The fact that staff was at work reminding teams of the need to meet deadlines and the additional fact that reports were to be published and that seminars were to be given at the fall meeting of CAEL gave a structure to the activities of the teams. Without such structure it would have been difficult to accomplish so much in such a short time.

While the Audit Committee was not able to identify any significant weaknesses or serious concerns, there are a few suggestions that we feel would add completion or closure to the project. The first suggestion is that it seems appropriate that the final products should be shared among all the Operational Models groups. At the October meeting of CAEL several members of the Operational Models teams expressed the wish that they could receive all of the reports prepared by their colleagues. The Audit Committee hopes that this can be arranged.*

Another suggestion that we wish to make is that some provision be made to bring together once again all the team members from the Operational Models project. They did have an opportunity to share ideas and information at the San Francisco meeting in March, but many of them would appreciate a further chance for discussion, particularly after having read each others' reports. The format of the October CAEL meeting enabled many people to receive the benefits of the Operational Models work, but it inhibited the coming together in one room of the Operational Models

*Copies of all the reports have since been sent to all participating institutions.

teams. Perhaps the Spring meeting of CAEL would be a time for a final sharing of ideas and information among those who participated in the Operational Models project.*

A final suggestion is related to sharing a summary of published reports with a wider audience. Recognizing that it may be difficult to act on, the Committee recommends the preparation for publication of a general paper about the Operational Models summarizing and comparing the models in a way that would be useful for an audience beyond the Operational Models project participants. It would enable an interested person to decide which of the models he or she wished to learn more about without necessarily having to purchase and read through all of them.**

In conclusion, the Audit Committee wishes to state its conviction that the Operational Models project has indeed done what it said it would do, as far as it is possible to judge that at the present time. Only the future will tell the extent to which these developed models will be copied by other institutions or will stimulate other institutions to develop their own models. It is clear, however, that both the process of developing the Operational Models and the products themselves are significant.

*Steps have been taken to arrange a gathering of all Operational Models participants who are able to get to the Spring 1977 Assembly meeting in Atlanta.

**An abbreviated version of this project report will be incorporated as a chapter in the final summary report of the CAEL project which will be widely distributed.

III. TWELVE INSTITUTIONAL MODELS

In June 1976 each participating institution submitted to the CAEL Executive Committee a report describing the Operational Model it had developed during the year. With that report each institution was asked to provide a brief summary of its work. These summaries, prepared by the report authors, are reproduced in this section. They outline the educational context, the principal issues involved, the procedures used, and the most important outcomes of the work on each campus. Each such description is followed by "Comments of the Audit Committee."

ANTIOCH COLLEGE

*Ruth Churchill, Andre Guerrero,
Janet Hartle, and Harry Horwitz*

Antioch College is a national university system, originating in Yellow Springs, Ohio, with learning centers in 15 states and abroad, which has pioneered in work-study programs and experiential education since the 1920's. For the purposes of the Operational Models project three centers with different program content, clientele, learning goals, and criterion standards were analyzed systematically to determine if, from a common Antioch College philosophy, components of the various programs could be described, using a single model, in a way that would assist in strengthening program quality and identifying programmatic areas in need of improvement.

The centers chosen for this analysis are:

1. Juárez-Lincoln Center of the Antioch Graduate School of Education, which has headquarters in Austin, Texas and is devoted to programs leading to an M.Ed. in Education emphasizing a bilingual, multicultural approach and involvement in the community;
2. Antioch Graduate School of Education in Philadelphia, where the M.Ed. program in elementary education was analyzed; and
3. Antioch-New England Center in Keene, New Hampshire, where the M.A. program in counseling and counseling psychology was examined.

Since it was not feasible to do a complete analysis of all three centers, Juárez-Lincoln was studied in the greatest detail, including a study of the implementation of criterion standards based on the model

presented in this paper. The Philadelphia and New England analyses are complete with the exception of the final piece--testing of the model by a study--plans for which are currently in progress. However, sufficient analysis has been done to indicate the utility and validity of the model at all the sites.

The Operational Model uses four major levels focusing on flow of influence: Level I is the rationale of Antioch College and the individual centers; Level II, programmatic matters bearing on curriculum, faculty, and students; Level III, student assessment based on criterion standards, appraisal of learning and preparation for assessment; and Level IV, methods of translating experiential learning for nontraditional consumption, outlining credit policies and records of learning outcomes.

Five major findings which have important implications, not only for the college as a whole but also for other institutions using experiential learning as a core philosophy, arose directly from the application of this model.

First, the model is a useful and functional descriptive tool that accounts for the entire program and defines the content of all the critical components. The model adequately outlines a program and is in fact comprehensive and inclusive for all centers.

Second, the quality of the programs was highlighted in such a manner as to uncover strengths, weaknesses, and areas in need of further analysis and development. In some cases the omissions or inadequate procedures identified have already lead to specific plans for improvement. In short, the model has already become a troubleshooter.

Third, and vital to Antioch's own self-image, was a confirmation that experiential education is central to the learning of the student. Antioch has insisted this was the case and has been in the forefront of this educational movement, but until now has based this assertion more on belief than on replicable demonstration. In each center, the work-study approach and the experiential model emerged as the hub around which all activities revolved. No matter what distinctive refinements or special problems were present in the three centers, the programmatic approach

selected was totally influenced by the systematic use of experience. The selection of work experiences, of courses, of students, of faculty, of evaluation procedures, and of translation tools reflected and confirmed the basic assumption that experiential education produces a different and viable learning process.

Fourth, the role of faculty has been profoundly influenced by the demands of experiential education; we should perhaps begin to think in terms of experiential teachers. The conventional models of the teacher simply do not work and should be redefined to suit the learning--not the teaching--situation. In Juárez-Lincoln, Philadelphia, and Keene, full-time and adjunct faculty roles were distinguished although some overlapping occurs. Full-time faculty activity devolved on work-study planning and supervision, on problems of assessment and evaluation, and on matters pertaining to the student body as a whole--even if faculty taught as well. Adjunct faculty, on the other hand, bring expertise related to the work experience of the student and augment and facilitate learning within the classroom context. Their primary work-place is apart from the learning site, and their contribution is guidance and direction of students within their speciality. It has been recognized in at least one center that adjunct faculty must also contribute their expertise in advising, supervision, and governance. To accomplish this end, Philadelphia requires that for each four hours of teaching by adjunct faculty, two more hours of consultation must be given. Clearly, considerable attention must be paid to faculty development specifically related to experiential education.

Finally, matters of administration, management, and governance should be reviewed and recast in institutions focusing primarily on experiential education. This conclusion was an accidental fallout from the Operational Model in this paper, but perhaps the most significant outcome of the study. The focus on experience, on work-study, on the integration of theory and practice place totally nontraditional demands on administration and highlight an urgent need to redefine roles and professional obligations to the institution and the student. The shift in faculty authority and

responsibility requires considerable redefinition of roles that should alter the governance structure. How do full-time faculty and staff manage the relationships between adjunct faculty, the students, and the institution? How does a Board of Trustees get a handle on an institution that appears to be sprawling, even if the product is interesting, exciting, and demonstrably productive?

These conclusions are instructive. Whether or not they will also be useful depends upon the institutional courage to face them.

COMMENTS OF THE AUDIT COMMITTEE

The overall objective of this project was to examine and to coordinate educational assessment across a number of college centers which emphasize experiential learning. The team specifically wanted to identify similarities and differences among centers without attempting to standardize operations. They also wanted to develop a systematic way to describe centers and to be able to spot areas of operation in need of attention.

The project team felt the process involving many people in several centers had been successful and met the objectives. They felt this had been a "self-serving exercise that had served them well." There was some indication from workshop participants that the model developed for analyzing programs in multi-unit systems will be useful beyond Antioch.

The strengths for Antioch seemed to be that the process of developing a model for program analysis and description generated helpful discussions and internal participation. The resulting model has made it possible to ask more useful questions than before and to think differently about the varied center operations. In developing the final model, data were collected from different centers and one center was examined in depth. That examination has resulted in a major revision of the evaluation system by those involved in that center. The use of the model will enable more related information to be passed from center to center in the Antioch system.

Problems encountered in conducting the project revolved around persuading centers to get involved in this activity. Related to that problem was the lack of adequate project time to provide feedback to the participating centers in order to illustrate the value of the model.

What began as an effort to design a model for coordinating experiential learning assessment across centers has grown into a much more comprehensive system for analyzing and describing programs that have experiential assessment at their center. The complexity and the comprehensiveness of the model have shifted and changed continuously throughout and at this time are understandably different and more sophisticated than at an earlier stage in the project. The written report describes the state of the model at the time the report was written. The model described and used at the time of these workshops is somewhat different as a result of new insights by the project staff and discussions and critiques at the earlier dissemination workshops.

COMMUNITY COLLEGE OF VERMONT

Laurent Daloz and Clotilde Pitkin

Background

The Community College of Vermont is a non-campus, competence-based system using skilled local people to teach over 400 courses a year across more than half of the State. About 10 percent of the 2,500 students choose to work toward the Associate Degree. The degree is awarded upon completion of a competence-based learning contract developed by each student with the help of College staff and a "Local Review Committee" composed of a peer student, a teacher, a local practitioner, and a staff member. All live in the student's home community.

Problem

The College believes that the highest purpose of education is to foster both community and individual self-reliance. Self-reliance grows out of the discovery that we learn all the time. The trick is to be aware of what we have learned. Hence, self-assessment of past learning is a prerequisite to intelligent planning of future learning. Assessment of prior learning is far more than a way to gain advanced standing. When it originates within the learner, it lies at the heart of learning how to learn. At the same time, however, students and committee members have found it difficult to determine standards without some external guidance. "How much," they kept saying, "is enough for a degree?"

The broad problem then was how to engage students and community members in an assessment and standard-setting process which is truly student-centered without ignoring the demands of the "outside world." Specifically, the Operational Model purpose was to develop a process and materials to help students and Local Review Committees agree on standards

which are unique to student goals, which accurately reflect community expectations, and which conform to CCV's educational principles.

The Process

The CCV report describes the process developed to fulfill that purpose. It lists the steps through which both student and committee go in the degree development sequence. Before meeting with the committee, the student participates in orientation, initial assessment, goal clarification, and learning plan development. The committee takes part in a basic orientation, selection, and training sequence. There follows an "initial meeting" between the student and committee at which prior learning and future plans are reviewed. Based on this, an agreement is drawn up describing any further learning to be undertaken. At a future point another meeting is held to determine whether the standards previously agreed upon have been met. This may take several meetings, but when student and committee have agreed that the terms are satisfied, the degree is recommended.

The text includes part of a learning plan, criteria for determining acceptability of a completed contract, detailed descriptions of the roles played by committee members, a rationale for the process, and narrative descriptions of the 10 broad areas of competence required by the College.

Issues

In a final section, the report discusses four questions raised by this particular approach to the assessment of prior learning:

- Does the Local Review Committee serve as a guide or a judge?
- How does the College ensure degree consistency?

- How can the degree reflect both the College and the Community?
- How practical and transferrable is this approach?

An epilog summarizes "what we have learned":

- Communities and individual learners have within themselves the resources to take an active part in their own education--in the establishment of standards as well as the assessment of learning.
- When standards are founded on student goals, a community-based assessment process can be uniquely individualized, appropriate to community expectations, and educationally sound.
- When learning is clearly distinguished from experience, student self-assessment of experiential learning can be an effective way to learn how to learn and a powerful source of enhanced self-esteem.
- When students are actively engaged in developing their own statements of competence, a competence-based approach is compatible with learner-centered educational values.
- When the assessment of prior learning forms the basis for future planning, a well integrated and individualized degree program can result.

It points out, in concluding, that "How much is enough for the degree?" is an insidious question. For it places the focus on an amount of learning for a degree, rather than on the appropriateness of the learning for what the student wants. Hence, the entire thrust of the degree contracting and review process must be toward empowering the

student and committee to take the responsibility for setting standards into their own hands.

COMMENTS OF THE AUDIT COMMITTEE

The Community College of Vermont had clearly stated objectives for this project. There was a need for clear articulation of the process of setting standards in student goal setting and educational planning across the several centers of the College and to have that process accepted. As a result they wanted to develop guidelines for students and committee members, develop training materials for committee members, and achieve a clearer understanding among all parties of what the process could and could not do. They also planned to develop a videotape that would report and describe the process and procedures.

All of these objectives seem to have been met with the exception of the videotape, which they were unable to prepare. Achieving these objectives was useful to the College because the project involved many participants in the process of review and the revision of procedures. This model served to rationalize, justify, and improve a process that has been in place since the College was begun. The major result is that the new aspects of the model and the materials developed in the project are in use in all units of the College, though in some sites the degree of effectiveness may vary.

The major problems encountered related to gaining acceptance for the need for more clarity in the existing system and a resistance to putting in writing what was going on. This effort brought to the forefront the centralization-decentralization issue, and the report helped to clarify and resolve it to a greater extent than in the past.

Plans for further activity are somewhat indefinite. The person who conceived and directed the project is no longer at the College. It seems, however, that the materials and procedures developed will be used and that the program will be strengthened as a result.

THE CONSORTIUM OF THE CALIFORNIA STATE
UNIVERSITY AND COLLEGES

Barrie D. Bortnick

Often called the 1,000 Mile Campus, The Consortium of the California State University and Colleges draws on the combined resources of the 19-campus system to offer external degree programs statewide at various regional sites. During 1976-77 The Consortium developed procedures to assess prior learning on an individual basis, both for general elective credit and for credit toward the major for students in its undergraduate programs.

The Operational Models report is an analysis of The Consortium's response to two major issues faced by many other institutions in the country--issues that stem from The Consortium's involvement in a large statewide system and from the decentralized nature of its programs:

1. To what extent can a model for the individual assessment of prior learning be developed that articulates with and draws on support from a large traditional institution and, at the same time, is responsive to a variety of legitimate instances for which credit should be awarded?

The model takes as its framework that approach in the assessment of prior learning with which faculty at traditional institutions are probably most familiar--the challenge examination. This provides the standard against which performance is measured. At the same time, the model employs additional elements to develop needed flexibility and fairness without sacrificing academic soundness. These include:

- Emphasis on paralleling objectives of a course, while not necessitating a point-by-point equivalence.

- The possibility of challenging open-ended courses, such as "Special Topics."
 - Provision for a variety of assessment procedures in addition to written instruments.
 - Guidance through preliminary assessment.
 - The diagnostic use of assessment with provision for follow-up evaluation.
2. To what extent can there be decentralized administration without sacrificing overall consistency?

While each of the programs leading to a Consortium degree has a particular prescribed curriculum, the student takes his/her instruction under the aegis of one of several campuses across the state. This decentralization poses a major problem in maintaining consistency in the assessment of prior learning. The following elements were designed to contribute to such consistency:

- Emphasis on the role of each faculty assessor as a consultant to The Consortium.
- Broad administrative oversight by the Consortium Coordinator of Competency Assessment.
- Utilization of assessment subcommittees under the auspices of statewide multi-campus faculty committees that serve roles analogous to statewide academic departments in traditional single-campus settings.
- Communication with regional administrators and other local personnel through meetings, workshops, and written material including standardized forms, guidelines, and field manuals.

The 1975-76 year was spent developing these procedures and the necessary written materials, securing approval and needed support, and disseminating information. The 1976-77 year will be the first year of implementation--and testing--of the model.

COMMENTS OF THE AUDIT COMMITTEE

The intended outcome of this project was the planning and implementation of a system for assessing "prior learning in a traditional decentralized setting." The Consortium operates its program within the California State University and Colleges and draws its resources and support from that system. The Consortium depends heavily upon the willingness of the faculty and administration in the system to support its program and, therefore, has devised an approach to assessment that is designed to gain maximum acceptance among faculty and administration with traditional attitudes. At present the model has been developed and recruitment of students for assessment is about to begin. The interesting question is whether a system designed to satisfy the concerns of traditional faculty and administrators will prove attractive to students. This project will run until June of 1977, and by that time there should be at least a preliminary answer to that question.

The California model is a conservative one in that it translates all prior learning to be credited into course equivalents and uses as evaluators faculty who teach those courses or would teach them if they were offered. This model presents a striking contrast to some of the other models developed in the Operational Models project. It will be important to follow this model to see whether it succeeds in serving the large potential clientele of students in California who possess assessable prior learning.

DELAWARE COUNTY COMMUNITY COLLEGE

Eugene J. Kray and Lorraine D. Hultgren

Delaware County Community College, located in Media, Pennsylvania, 20 miles from Philadelphia, has been in existence since 1967 and presently enrolls over 5,000 students (3,500 FTE) in credit and 5,000 in noncredit instruction. The college has a strong commitment to continuing education and offers a wide variety of college and university parallel, occupational, developmental, and community service programs.

There is a basic commitment from the College administration and Board of Trustees to the concept of nontraditional studies and experiential learning. The Office of Continuing Education was reorganized in 1975 to include an Administrative Specialist for Non-Traditional Studies, who is responsible for administering the Life/Learning Experience Assessment Program (LEAP). The central principle that underlies the LEAP process is that what the student knows is more important than how he or she learned it. Credit is awarded when a student can demonstrate that his or her knowledge and skills in a particular area are reasonably comparable to what a student with college training in the same area knows.

When the LEAP program was initiated, faculty were paid on an extended-time basis to develop competency criteria in the nine occupational curricula of the school. It was felt that beginning with occupational curricula would produce more tangible, immediate results, and that the concept of receiving credit for noncollege learning would produce a more efficient and effective educational delivery system to the community. The teaching faculty of the college are responsible for the assessment of life/learning experience and the granting of college credit. The Administrative Specialist serves as a counselor or student advocate in the preparation of the student portfolio and the final identification of competences.

The competency criteria are given to the student who then identifies those competences for which he or she is seeking credit and provides the

support documentation. The student prepares a portfolio, which includes the competences, the documentation, and a resume. The Administrative Specialist assists the student through this entire process, reviews the completed portfolio, and then recommends the amount of credit that the student should seek. The number of academic credits sought by the student will determine the cost to the student on a tuition basis. The portfolio is then received by a faculty member who completes the assessment and the granting of final credit.

It has been found that the more time spent in portfolio development in the Non-Traditional Studies Office, the less time is needed by faculty to perform the assessment. Every academic credit sought by a student requires one contact hour or less of faculty time to review the portfolio. Faculty are compensated on the basis of credits sought by the student and not credits awarded. All parties--student, state and local sponsor--share in the cost of assessment in the same proportions as for the traditional programs of the College. At the same time the model demonstrates that the experiential learning assessment process can be implemented at one-fourth the cost of a traditional student receiving credits by taking traditional course work. This model shows that experiential learning assessment can be an efficient and effective educational delivery system.

COMMENTS OF THE AUDIT COMMITTEE

The intended outcomes of the Delaware County Community College Operational Model were to develop a model for financing the Life/Learning Experience Assessment Program (LEAP), to determine its cost effectiveness, and to determine the applicability of the model to other institutions.

These outcomes were achieved. The model is seen as much more useful than a simple financial model. The model is working; students are being granted credit.

Positive results of the model are evident. Centralized assistance to students through the Non-Traditional Studies Office sharpens student skills

in portfolio assessment, requiring less time of faculty to perform assessment. All parties--student, state, and local sponsor--share in the cost of assessment in the same proportion as they do for the traditional programs of the college. Faculty and students are positive about the model. Finally, the model is being applied in other institutions and is being considered by the state as a model.

Two realistic problems have been encountered. First, the counseling contact load for the Administrative Specialist for Non-Traditional Studies--300--is probably an outer limit for any counselor. Second, the collective bargaining unit is causing renegotiation of fees paid to faculty for assessment.

Plans for the future as a result of the project include the development of an adequate compensation system for faculty, the addition of individualized degree programs as an alternative to present traditional course requirements, and articulation of the program's philosophy, regulations, and procedures to four-year institutions and prospective employers.

The model provides direct and insightful information in an area where much help is needed. It was well received in the workshop session. There is evidence that it has already been adapted by other institutions.

FLORIDA INTERNATIONAL UNIVERSITY

Nancy Wylie

The major focus of the Operational Models Project at Florida International University was the field testing, evaluation, and revision of FIU's competency-based instrument for identifying competences derived by students from nonsponsored work experiences. The Prior Experiential Learning Evaluation Packet, developed at FIU during CAEL's earlier Special Projects phase, contains a four-level taxonomy to be used by faculty assessors in identifying generic, cognitive competences. A rating scale is used to indicate the degree of mastery of a given competency at each of the four levels of learning included in the taxonomy.

The objectives of the project were:

1. implementation of the Evaluation Packet as the sole means of assessing prior learning in all disciplines participating in the External Degree Program;
2. development of a sequential systems design expressing the stages through which a student moves during the External Degree experience, and those points at which the External Degree Program or the student interacts with other academic or administrative units of the University; and
3. the identification and refinement of evaluative standards applied to student learning in relation to the competences which comprise his/her discipline.

The CAEL Research Committee at FIU started with the premise that the Evaluation Packet could not be evaluated effectively unless the methods of its utilization were uniform among all assessors. Instructions for faculty were developed to enhance the likelihood of standardized application. In the course of the project, however, it became clear that

most assessors were adapting the assessment tool to their own needs rather than adapting their own methods to the demands of uniform application. The Committee has evaluated several distinct styles in which the Evaluation Packet was integrated with a pre-existing assessment "style," and has found that the quality of the completed set of competences is generally superior to the quality of those produced under the less imaginative guidelines. Those methods which show the most promise are those which involve students in all or part of the process of writing competency statements.

The systems analysis assisted in identifying those stages at which the formal application of standards takes place. Formal application of standards was concentrated in the "contract negotiation" phase. The Committee's efforts to define formal standards was frustrating and not very productive. The Committee came to understand that two kinds of standards were being applied throughout the process. Implicit Standards, which are unconsciously applied by a variety of persons to students without their awareness, contribute to critical decisions as much as if not more than Explicit Standards--those known and identified standards that are applied within the context of formal assessment. The Committee now hypothesizes that formal evaluative standards are not applied on the basis of objectively written and rated competency statements. Instead, the Committee believes it is quite likely that competency statements are written at a specified point in the process because the student has successfully "passed" at those points at which Implicit Standards were unknowingly applied. This process is just the reverse of the sequence of steps designed for the Program--a sequence still deemed desirable. The Committee plans to continue to identify the points at which Implicit Standards may be applied, the persons in a position to make judgments that affect students, the nature of both the Implicit and Explicit Standards now being applied, and the impact--both positive and negative--of the application of Implicit Standards to student learning.

The development of fixed sets of competences by discipline that could be used as indicators against which to measure student learning is expected to serve as the foundation for the establishment of a more clearly stated

set of Explicit Standards to be used in the assessment of prior learning and at the completion of the student's individualized study plan.

Integration of a competency-based assessment process for External Degree students whose work is supervised by representatives of the traditional academic programs has proven difficult because most of the University's programs have not begun to view their curricula from a competency-based perspective. Members of the CAEL Committee at FIU plan to work with the academic units in defining the competences which comprise their disciplines in order to integrate the competences of incoming students with the total requirements of specific degree programs.

COMMENTS OF THE AUDIT COMMITTEE

The intended outcomes of Florida International University's Operational Model were to implement and evaluate its competency-based assessment tool; complete a systems analysis expressing the integration of the assessment process with other processes of the External Degree Program and the university as a whole; establish disciplinary competences to use as indicators in the assessment of learning from work experiences; and devise means by which the competency-based assessment process can be reconciled with the need for predetermined competences in academic disciplines.

These clearly-stated intended outcomes were accomplished except for the establishing of disciplinary competences. It was not possible, given priorities and time frames, to establish the desired disciplinary competences to use as indicators in assessing learning derived from work experiences.

The model works. There are several positive results. The Prior Experiential Learning Packet has been perfected and applied. Attitudes have changed as the process has changed. There is a high level of involvement and confidence among students and faculty. The process is working; there are graduates. The project directors were surprised to find that

competences are described and evaluated at the Contract Negotiation Stage as a result of the application of standards instead of prior to the application of standards.

Problems encountered include the continuing tension between objectivity-subjectivity and implicit-explicit standards in assessment (seen as a "positive" problem) and the awarding of credit for competences identified.

Plans for the future resulting from the model include work with groups of faculty members regarding use of the Prior Experiential Learning Packet, the development of a Faculty Assessment Handbook, and identification of the disciplinary indicators.

Florida International University's Operational Model is written in a clear and useful fashion. It was well-received in the workshop session.

MEMPHIS STATE UNIVERSITY

Richard R. Ranta

Introduction

The main focus of the Operational Models project at the University College of Memphis State University was the establishment of criteria and procedures for the assessment of prior experiential learning. Because the University College was very new and because of the traditional nature of Memphis State, a large state university, a special concern was the development of criteria and procedures that would gain the widest acceptance within the University while providing the fairest assessment of a student's prior learning. Because of the catalytic mission of the University College, it was also hoped that through the wise development of respected criteria and procedures, other units in the University would profit from the work of the project.

Program Description

The University College is an independent degree-granting college within the structure of a large (23,000) traditional state university. The College offers nontraditional degrees for those students whose experience, talents, and interests are best served through a program that emphasizes personally designed education, i.e., contract degrees. The College is based on the belief that faculty, students, and professionals should have the opportunity to interact on a personal level, unrestricted by department or college boundaries. It is committed to exploring new program ideas and to providing the stimulative, experimental atmosphere necessary for their introduction.

Students enrolling in the University College may elect either of two degree programs: Bachelor of Liberal Studies (BLS) or Bachelor of

Professional Studies (BPS). Both of these degrees must be awarded for programs which are systematic, yet sufficiently flexible to permit students and advising committee members to design individual, interdisciplinary programs of study, i.e., learning contracts. A part of the learning contract may include credit for prior experiential learning, if the student can demonstrate that the learning relates to his or her program of study.

Principal Issues and Objectives

The University College staff had three main concerns regarding experiential learning. First, specific criteria were needed not only that students might realize what was expected of them when they applied for experiential learning credit, but also that both assessment faculty and other members of the University might better understand what the assessment of experiential learning was, how it might be applied, and how legitimate a learning/crediting device it was. Second, specific procedures needed to be developed in order to properly administer the assessment of experiential learning. Third, experiential learning criteria and procedures needed to be integrated into the structure of the University College and possibly into the structure of the entire University.

Procedures

Even before the award of the Operational Models grant or the admission of the first student to the University College, the author and several other concerned faculty visited other universities and attended meetings of the CAEL Assembly in order to discover how others were developing prior experiential learning. This investigation continued under the project grant. Once it was determined what existed at other institutions, rough guidelines and procedures were initiated for use in the University College. These rough guidelines were tested through interviews with faculty, administrators, and students throughout the

University to discuss problem areas. New guidelines and answers to troublesome questions were then constructed and again tried out on faculty and students until they achieved their present state. These criteria were then presented to the University College's governing body, the Faculty Council, for approval and for use by the College.

Outcomes

The Operational Models Project has resulted in the following outcomes:

1. The University College established precise procedures for evaluating a student's prior experiential learning.
2. The University College developed and implemented workable criteria for the assessment of experiential learning.
3. The University College developed criteria for the selection of expert evaluators.
4. For the first time in the history of Memphis State, students have received credit for experiential learning through portfolio assessment.
5. The College of Education at Memphis State is about to inaugurate a program in which prior learning assessment is a significant part.

COMMENTS OF THE AUDIT COMMITTEE

The intended outcomes of the Memphis State University project were clearly stated and were accomplished to a satisfying degree: to develop procedures, forms, and criteria for the assessment process to be used in the University College, an independent degree-granting structure within a

large traditional state university; to broaden the university's concept of education while providing assurance that traditional academic standards were not perverted; to develop criteria and procedures for assessing prior experiential learning; and to achieve acceptability of these procedures and criteria within a traditional university structure.

The model works. Positive results include its acceptance by the University College and by the larger University community. Students are receiving credit. The Procedure for Experiential Learning Assessment and the Criteria for Portfolio Assessment are operational. Modest changes in procedures include the development of a new faculty memo regarding the process and the creation of a useful rating grid containing categories of knowledge and learning taxonomies to be used in assessing competency.

Problems encountered should be noted: The size of the institution makes it difficult to have everyone informed of and involved in the project. More training of faculty is needed, and the cadre of assessors must be expanded.

Plans for the future resulting from the model include the development of an external degree program and a competency-based curriculum.

Memphis State University has developed a direct and practical Operational Model. The institution has positive and specific plans for the future. The model and supplementary materials were well received by workshop participants, and the session was positively evaluated.

METROPOLITAN STATE UNIVERSITY

*Annie Belle Calhoun, James Deegan,
Leah Harvey, and Charles Libera*

Introduction

The primary focuses of the Metropolitan State University Operational Models project were a description and analysis of the assessment process at the University and a series of research studies designed to evaluate and improve the University's program for assessing experiential learning.

Program Description

Metropolitan State University, formerly Minnesota Metropolitan State College, is an upper-division, competence-based, Baccalaureate Degree granting institution, which was created in 1971 to serve adults in the Minneapolis-St. Paul metropolitan area whose needs were not being met by other postsecondary institutions. Metropolitan State University currently enrolls approximately 1,700 students and has over 700 graduates.

From its inception, Metropolitan State University has been self-consciously experimental in its approach to higher education. The basic educational tenet of the institution is that each student has responsibility for and authority over his or her educational program. University faculty have responsibility for and authority over teaching and for determining whether a student has given adequate evidence that he or she has achieved his or her educational objectives. Other features of Metro U's educational program are an individualized educational planning course, contract learning, faculty whose functions differ considerably from those of conventional faculty, extensive use of the physical and human resources of the metropolitan community, including the utilization of

community faculty as the primary instructors for the institution. Central to the educational program of Metropolitan State University is recognition and assessment of experiential learning. Each student enrolling at Metropolitan State University must first complete an Individualized Educational Planning Course that facilitates the student's understanding of University policies and the student's development of a Degree Plan that specifies the competences he or she has gained prior to enrollment and those that will be acquired while enrolled. Upon completion of IEPC, the student works closely with a faculty advisor in the implementation of the Degree Plan. The student's educational progress is measured in terms of competences for which he or she can submit adequate evidence. Community-based resource persons are used extensively in the Metropolitan State University assessment program. Once the student submits evidence to support each of the competences listed in the Degree Plan, he or she attends a narrative transcript workshop and prepares a narrative transcript describing his or her accomplishments.

Principal Issues and Objectives

The Operational Models project focused on topics related specifically to the University's program for assessing experiential learning. These topics included criterion standards within the context of an individualized, student-centered, competence-based program; the use of external or community-based persons as expert judges of students' competences; the functions and activities of assessment faculty; the strengths and weaknesses of the narrative transcript; and the effectiveness of the University's assessment policies, procedures, and materials.

Procedure

Project activities were coordinated by a four-person committee through the Office of Research and Development. Committee membership included

representatives from the Offices of Assessment, Learning Resources, and Research and Development. The coordinating committee initiated a series of research studies on the topics noted above. The research studies included questionnaire surveys, interviews, and a content analysis of student Degree Plans.

Outcomes

The Operational Models project was closely integrated with the ongoing operations of Metropolitan State University. The research studies undertaken provided a significant amount of new information concerning assessment issues. The project contributed to an increased understanding of the assessment issues and the strengths and weaknesses of the Metropolitan State University assessment program. Operational Models research also contributed to the modification of certain aspects of the assessment program, although it is difficult to isolate the project's contribution from contributions of other projects and activities. The changes implemented were consistent with the findings of the Operational Models research studies.

An additional contribution of the Metropolitan State University Operational Models project was the description and analysis of a three-year project in which the Metropolitan State University assessment model was "adapted" by six community colleges. The adaptation included the development of a cooperative assessment service for the verification of competences gained prior to admission.

COMMENTS OF THE AUDIT COMMITTEE

When the Operational Models project began, this institution had already had three years of experience in individualized competence-based assessment. The aim of the project, therefore, was to describe the underlying purpose and assumptions, to describe the procedures, and to

refine some of the elements of the program. The purposes are clearly stated on page one of their report. The intended outcomes were accomplished. Several research studies were undertaken and their results are included in the report. The report also contains a clear description of their assessment program, and the preparation of the report evidently stimulated and contributed to an ongoing process of review of procedures and criterion standards within the university.

This Operational Model works, as is shown by the fact that it has been working for five years. The model is based explicitly upon five educational tenets, stated in the report. Institutions that do not hold to these tenets may not find this to be a usable model. The university and the project team are to be commended for the clarity with which the report is written and especially for clarity about the assumptions upon which the program rests.

This project represents one stage in the ongoing development of the Metropolitan State University assessment program. Continuing examination and refinement will follow, rather than any striking new departure.

SAN FRANCISCO STATE UNIVERSITY

John W. Kinch

The San Francisco State University CEEL (Credit by Evaluation for Experiential Learning) program provides a valuable model for an assessment program in a large, urban, state institution. The program is in its fifth year and thus is well on its way to becoming institutionalized.

Distinctive features of the program are a single, orienting seminar and a series of interviews between the student and a faculty member where the assessment emerges from the interaction of the two. The program emphasizes the importance of the student's ability to conceptualize his or her prior learning experience. The validity and reliability of the assessment procedure are maintained at a high level within the program by the selection and training of a team of five or six assessors from relevant disciplines. Regular meetings of this team to discuss and describe students under assessment have become a key to effective evaluation.

The Program and Procedures

CEEL is a program for the assessment of prior learning in which a student may be awarded ungraded units in the area of General Studies (lower division, non-major). Students may enter the program simply by attending one of the several CEEL seminars scheduled throughout the year. The seminar provides an orientation, which includes a clear explanation of program requirements and the assignment of a faculty assessor in an area related to the individual student's learning experience. From this point on, the student works individually with the faculty member. The two work cooperatively in developing the student's portfolio. A typical portfolio consists of (1) some form of documentation that objectively verifies the student's activities or achievements, (2) a written document

in which the student articulates what he or she feels has been learned from the experience, and (3) a statement of the student's conceptualization of the learning process that took place. This is a unique feature of the program. The student must not only document the fact that he or she has had the experience claimed and that he or she has learned significantly from that experience, but must also be able to describe how the learning took place. For most students this is a learning experience in itself.

The actual determination of the number of units to be granted emerges as the student and faculty member work on developing the portfolio. The faculty member may call upon fellow CEEL team members or on other faculty members at the University to help him/her and the student make a valid evaluation of the learning experience. When the assessment is complete, a notation is placed on the student's transcript and an expository summary of the assessment process, written by the faculty member, is placed in the student's permanent file in the Registrar's office.

Issues, Objectives, and Outcome

During the year of the CAEL Operational Models project we examined the program in light of the fact that it had had time to become institutionalized. Special attention was directed to the validity and reliability of assessment and to the cost of the program.

Questions of reliability and validity both are judged primarily on the subjective evaluation of procedures and the comparison of student performance with the performance of students in conventional learning settings. Two features of the program are specifically designed to enhance both the reliability and the validity of the assessment. First, the program requires that the actual assessment be accomplished through the joint cooperative effort of the student and the faculty member doing the assessment. They work together in developing the portfolio. This includes the faculty member helping to select relevant documentation, evaluating and

re-evaluating the student's written attempts to describe his or her learning, and, frequently, a process wherein the faculty member actually teaches the student about the learning process so that the student can understand the dynamics through which he or she went in learning from experience. It is through this interaction that the student's learning experience is assessed and the number of units to be awarded is determined. We feel that this procedure is far superior to a procedure where the student develops a portfolio alone, turns it in, and it is evaluated by a member of the faculty.

The second feature that is specifically incorporated into the program to increase reliability and validity is the concept of the faculty assessment team. This is a group of faculty members who are selected because of the range of their expertise and their commitment to the philosophy of the program. The team meets regularly to discuss cases, to determine procedures, and to assure consistency in assessment. For the individual student this procedure provides a faculty member who (1) has expertise in an area related to his or her experience, (2) has training in the assessment of prior learning, and (3) has resources and support from others making similar judgments and facing similar problems.

In the analysis of the relative cost of the operation of an institutionalized program such as this, it must be kept in mind that ours is a state-supported, large, urban institution. The analysis showed that when compared with conventional courses, the cost of "producing" credit was as follows: (1) The cost of faculty assigned to the program was about the same as the average for conventional courses. (2) Administrative and clerical assistance was slightly higher because of the small size of the program and the need for this type of service. (3) However, the cost of space, equipment, and supplies was considerably less than that in the case of conventional courses since no classrooms or laboratories are required for the operation of the program.

With everything included it appears that this program is no more expensive than the average program at a large, urban, state educational institution.

COMMENTS OF THE AUDIT COMMITTEE

While San Francisco State University did not have a report published or present a dissemination seminar, the Audit Committee did interview the current director of the project and a member of the CAEL Steering Committee who had participated in the decision not to publish the report in an effort to find out what had happened. It seems that there was some miscommunication that adversely affected the initial report that was submitted to CAEL during the summer of 1976. That report dealt with the unique features of the San Francisco program but did not present a complete picture. Soon after his appointment, the new director rewrote the report and submitted it, but by that time it was too late to have it published in time for dissemination prior to the October meeting.

The current director, John Kinch, did present a workshop based on his report at the October meeting of CAEL. It was not offered as an Operational Models dissemination seminar, however. He is now revising the manuscript that he prepared during the summer and is hoping to have it published. It is the recommendation of the Audit Committee that a suitably revised version of this report should be published in order to provide a description of an assessment model that is not closely duplicated by any of the other models in the group.

A member of the committee reviewed the report as it stood on October 12 and it was his judgment that with revisions that should be easy to accomplish it would stand as a useful and publishable report.

UNION COLLEGE

Dale K. Meyers and Joe G. Thomas

Introduction

Experiential education at Union College is being introduced into what has been a traditional liberal arts college structure. Thus, there was a need to build from the start a program which would be accepted as academically sound by the students and faculty of the college. Also, since experiential education was to be available for all students from a variety of disciplines, an individualized procedure needed to be developed. The main focus of the CAEL project was to develop guidelines for an assessment procedure (the learning contract) and to develop a means for the campus-wide implementation of this procedure.

Program Description

The Office of Experiential Education was established at Union College in June, 1974, and charged with "direct responsibility for facilitating the development and delivery of educational alternatives to those students whose needs call for programs other than the traditional four-year classroom education." The Office serves as the central agency for the entire campus and coordinates field placements. This coordination involves working with students, faculty, and field supervisors to establish the placement and then monitoring the progress of the student in the field experience to help ensure that each participant is satisfied with what is occurring. The Office is not directly involved with awarding credit. That responsibility remains with the individual faculty member.

Principal Issues and Objectives

It was necessary to develop and implement a standardized procedure to be followed by students seeking credit for learning acquired during a field experience. A decision was made to adopt the learning contract as the method to be used for individualized assessment. It was then necessary to produce a handbook to guide the students and faculty in the preparation of a learning contract and in the procedures necessary to ensure the award of credit upon successful completion of the contract.

Procedure for Introduction of the Model

Upon receipt of the CAEL grant, representatives from the administration, faculty, and students were chosen to review all materials produced by the Office of Experiential Education. This group met periodically not only as a review committee but also to aid in development of new materials. Because case studies were often utilized to illustrate questions of evaluation, the meetings also functioned as training sessions. Materials developed were incorporated into the existing program. Those procedures which required formal action were submitted to the Academic Policy Committee and then to the full faculty for approval. The model is now in full operation at Union.

Outcomes of the Project

Since June, 1975, 55 Union College students have been placed in 59 field experiences. Seventy-five learning contracts have been written with 29 different faculty members. During this period, the Office of Experiential Education has been in the position of both developing and delivering an educational product. Consequently, not all individuals were exposed to the same set of circumstances. In particular this has been true for the development of the learning contract. Few contracts to date

have achieved the specificity desired. One significant outcome has been, however, that the process for awarding credit has been institutionalized to the point of being an accepted procedure. Related to this has been the development of a revised faculty-student handbook for experiential education and supporting documents necessary for making decisions related to the award of credit.

A second outcome is that the Office of Experiential Education now also has responsibility for coordinating independent study projects that do not usually involve sponsored field experience. These had formerly been handled through the Academic Vice President's Office. The same learning contract form and basic procedures that are used for sponsored field experiences are utilized for independent studies. Third, the way is now clear to establish mechanisms for the award of credit for prior experience. Finally, experience in the training of faculty and students in contract writing and evaluation procedures has occurred during the developmental stage, giving a knowledge base for additional training now that more time is available.

The Union College model is useful for introduction of a centralized experiential education program into the liberal arts institution. Placement of students by a central office reduces the time that needs to be spent by individual faculty members to place students and prevents the agency or business from being visited by several representatives of the same institution. Monitoring and training responsibilities are also centralized. Awarding of credit remains the responsibility of the faculty and helps to insure acceptance of the program. Procedures are clearly defined so that individuals know what must be done to establish a field placement for credit.

COMMENTS OF THE AUDIT COMMITTEE

The objectives of Union College's participation in the project were to institutionalize a newly created office for experiential learning on the

campus and to develop the ability of faculty to utilize a contracting system for off-campus activities. They feel the approach developed works very well in their setting. One evidence of the success of the effort is that this new office has been given responsibility for coordinating student independent study plans. Developing and perfecting a contract and contracting procedures were the most positive results.

Their biggest problems revolved around getting faculty to view more opportunities for student learning out of class, especially in relation to career development, and the need to cultivate more experiential opportunities in the humanities. A major problem area was helping faculty and students more clearly define objectives and develop assessment procedures.

Plans for next steps include faculty development efforts in the area of assessing learning and proposing a plan to move the College into the practice of granting credit for prior learning. They hope eventually to develop a type of university without walls program but plan to move carefully through the development of various phases since this is a traditional institution and will change deliberately and slowly.

UNIVERSITY OF KENTUCKY

*Barbara K. Hofer, Robert F. Sexton,
and Ernest Yanarella*

Introduction

The Operational Models project at the University of Kentucky has focused on the creation of a means of evaluating the participants in an experimental internship program, "The Ethics of Public Policy Decision-Making." The program attempts to demonstrate that experiential education can be an important pedagogical device in the liberal arts. It is based on the premise that students who are taught such a classical concept as ethics through an intentional interweaving of action and reflection are more likely to internalize these concepts than if they are taught them in a relative vacuum.

Program Description

The objectives of the "Ethics of Public Policy Decision-Making" program are twofold: to make students more aware of the value assumptions and ethical implications of public-policy decisions and to enable them to more closely examine and understand these dimensions of their own judgments, both personally and professionally. Designed for undergraduates from all disciplines, the program combines public service internships, a team-taught seminar, and a research trip to Washington.

Considerable attention in the planning was given to the formation of a theoretical basis for the instruction of ethics and values allowing for as much individual interpretation as possible and, particularly important in a state university, a minimum of prescriptive moralism. The conclusion was reached that developmental psychology offered the most philosophically and pedagogically valid foundation for the program.

As program planning evolved, it became clear that evaluation was the major problem in implementation. The nature and complexity of the objectives demanded a definition of criterion standards relevant to individual growth and development.

Principal Issues and Objectives

The major issues involved in this Operational Model project, then, center around two areas: (1) the refinement of an experimental model designed to demonstrate the potential of experiential education in liberal arts instruction, and (2) the creation of a developmentally-based evaluation method for this program. The report focuses on both of these and draws tentative conclusions about their effectiveness within the "system"--a large, traditional, state university--and about their applicability to other institutions.

Procedure

In developing an evaluation method for participants in "The Ethics of Public Policy Decision-Making" program, several steps were taken. A faculty member from the Department of Political Science who had expressed considerable interest in this area was selected to develop and administer the evaluation. When he concluded that no single developmental scheme available assessed the psychological and political dimensions integral to the program, he decided to create an appropriate synthesis. Upon completing these "dimensions of psycho-political development," he prepared interview questions designed to elicit evidence of development along these dimensions. An independent interviewer was hired to pre- and posttest the students, and the transcribed material was scored by the principal investigator. An essential component of this Operational Models project, which will occur shortly, will be to actually evaluate this evaluation. A team of experts will review and critique the dimensions, the interview questions, and the

evaluation results. This session should help to draw conclusions about the overall effectiveness of this type of developmentally-based evaluation method for this particular program and its general applicability to similar programs.

Outcomes

The major outcomes of this project have been a model for integrating experiential education and the liberal arts and the creation of a developmentally-based evaluation method for students participating in such a program. The institutional impact of these outcomes has been diffuse but significant. The project has generated considerable discussion among faculty members within the institution about the role of experiential education in the liberal arts. This discussion will have a long-range impact on the institutionalization of experiential education.

Because the program is only in its first semester of operation and will run for three semesters on an experimental basis, only tentative conclusions can be reached by this report. But the final outcome of the program should be a fairly specific model for the instruction of ethics through the use of internships, which could then be modified for use at other institutions. Also in the initial stages of development, the evaluation scheme provides insights into the potential and problems of measuring human development in an academic program.

COMMENTS OF THE AUDIT COMMITTEE

The primary objective of this project was to develop a model of the use of internships as an integral part of an interdisciplinary seminar on ethics and politics which aimed to promote the psycho-political development of its participants. A secondary objective was to develop a method of evaluating the level of psycho-political development of students and improvements in that level. Some preliminary results leading to the

secondary objective have been produced. The primary objective has been attained, in that a seminar has been completed and evaluated. Another seminar will be offered in the spring of 1977.

The model works, inasmuch as some participants, at least, report that the seminar was valuable to them and the team reports some favorable results ascertained by the preliminary evaluation method. Problems identified include the high cost of the Washington trip and the difficulty of managing a team teaching effort.

The basic idea of this model is an excellent one, viz., that the significance of liberal arts study, as well as of professional study, can be enhanced by experiential learning. Follow-up on this project will include dissemination within the University of Kentucky and to other institutions. At the dissemination seminar on October 11 one of the presenters was invited to conduct a workshop on this model at another one of the CAEL institutions.

UNIVERSITY OF OREGON

Richard Fehnel

Introduction

The University of Oregon is a public institution oriented towards liberal arts and the social sciences. It is one of seven public institutions within the Oregon State System of Higher Education that offer baccalaureate and post-baccalaureate degrees.

For the purposes of the Operational Models project, a significant starting point is the recognition that at the present time there is no single institutional point at which issues of experiential learning can be addressed within the State System or the University. To the extent that experiential learning opportunities exist, they are found in decentralized programs within the schools and colleges of the University. The result is that key issues are not being addressed, and experiential learning and nontraditional learners are being left out in the rain. Consequently, a main focus of the Operational Models project at this institution has been to develop a climate within which the needs of nontraditional learners and the challenges of experiential learning have a chance for full and fair consideration.

For this project, a select number of the experiential learning programs and programs for nontraditional students at the University were examined along the lines of the Willingham-Geisinger model (see Appendix B, no. 1). The programs reviewed include the field placement programs of the School of Community Service and Public Affairs, the Practicum Program of the School of Health, Recreation and Parks Management, the Lifelong Learning Services, the Non-Matriculant Program, and the ESCAPE Program. The review was carried out through interviews with program administrators, surveys of faculty and students, and analyses of reports prepared within the various programs.

Issues

The rationale behind the University of Oregon Operational Model activities was to initiate a process by which the issues concerning the development of experiential learning programs at the University of Oregon can be identified, recommendations can be formulated and discussed, and strategies for the implementation of appropriate action can be initiated.

Within this context, several areas of concern were considered. At the University level, there appears to be a lack of a centralized rationale regarding experiential learning. It can best be said that the University has allowed individual schools and colleges to respond to their perceived needs for experience-based learning. Only recently, when student enrollment began to show signs of declining, has there been an awareness of the need to attract new learners, or to examine modes of educational delivery. However, there is at present no plan to plan for a systematic review of curricula at a University-wide level, nor to evaluate the dimensions of experiential learning (such as the assessment and accrediting of prior learning) that may have an influence on the shape of educational policies in the future.

At the level of existing experiential programs within departments and schools, there is a considerable range in rationale and maturity. The nagging questions concerning the standards by which experiential learning might be assessed have received few answers in these programs, and the questions of costs and benefits are generally not pursued in any systematic fashion. There is a healthy diversity of operational procedures by which students acquire sponsored field-based learning, but the area of assessing prior learning is only now being addressed in one school.

At the interinstitutional level there is a need for a more accurate, detailed understanding of the needs of nontraditional learners throughout the state as well as for coherent experiential learning policies that affect all institutions of higher education within the state. Program implementation must be preceded by enabling legislation or regulations in order to protect students and taxpayers and to insure that the quality of

higher education is not being threatened. This means that funding to plan, implement, and evaluate programs of experiential learning and programs for nontraditional learning must be forthcoming from the state legislature and other sources.

Outcomes

Given the inchoate stage of development at the University of Oregon concerning experiential learning, the strategy behind the Operational Models project has been to utilize involvement in 2 other CAEL projects-- Field Research and Faculty Development--as a means to improve the climate towards experiential learning and nontraditional learners at three levels of organization. Specific outcomes of the project have been:

1. A two-term seminar on assessing experiential learning in which the operational models of four programs with field-based learning have been described and analyzed.
2. Two campus-wide surveys to identify existing educational innovations (including experience-oriented activities), assess faculty attitude toward educational innovation, and determine interest of older students in credit for prior learning. These surveys will be the basis for a report to the University President and the faculty concerning educational innovation.
3. The involvement of more than 20 faculty from nine different departments in the assessment of simulated portfolios in the CAEL Field Research project.
4. The initiation of a pilot process within one school to assess prior learning by portfolios.
5. Sponsorship of a two-day workshop on competency-based education and the assessment of experiential learning. This workshop drew together key individuals from the State Department of Education and the Chancellor's

office, as well as representatives from human service agencies and from two- and four-year colleges and universities in Oregon and Washington. Issues of standards, "credentialing," credit for workbased learning, institutional resistance, and network building were also discussed.

6. The award of a grant to the University of Oregon and an ad hoc consortium of institutions to initiate a catalytic statewide communication process involving policymakers, educators, and nontraditional students for the review of postsecondary education policy. One outcome of this grant will be recommendations to the State Legislature, State Board of Higher Education, Educational Coordinating Commission, and educational institutions concerning policies, programs, and funding regarding nontraditional learners and experiential learning.

COMMENTS OF THE AUDIT COMMITTEE

The report of the University of Oregon was not accepted for publication by the Executive Committee. Members of the Audit Committee discussed the situation with a member of the Oregon team and also with several members of the Steering Committee. The Oregon team was told by CAEL that its report was rejected because it arrived too late, was too long, and needed to be more focused and transferrable. Despite the lack of publication by CAEL, the Oregon team is rewriting the report according to those CAEL suggestions, and will use the tentative title "Moving From Sponsored Learning Programs to Prior Learning Programs: A Developmental Model Applied in a Traditional University." The Oregon team reports that they will use their final report in local and regional distributions and will be conducting several workshops on experiential learning throughout Oregon and the West.

The Audit Committee recognizes that a successful Operational Model of prior learning was not completed and installed at the University of Oregon. For the purposes of CAEL a completed, transferrable and successful model would have been more desirable than that presented in the present report. It appears that the Oregon team believed that it was making an important contribution though the analysis of problems and the documentation of early steps of consciousness-raising and development. The team believes that many other universities share the same early developmental problems and that the presentation of a model for development, rather than a completed Operational Model, would be helpful to others. The Audit Committee, with the wisdom of hindsight, observes that the External Selection Committee should have chosen one of the following alternatives:

1. rejection of the Oregon application,
2. insistence that the Oregon team receive clearer top-level administrative support before receiving the grant,
3. acceptance and clarification of the Oregon developmental model interpretation, or
4. a requirement that the Oregon aims be narrowed to an area, such as sponsored learning, in which the team would have high probability of planning an improved model and putting it in operation.

WEBSTER COLLEGE

*R. Lynn Kelley, Terrence MacTaggart,
and Robert Spencer*

The Operational Models project at Webster College focused on the preparation for and the results of a cost analysis of the assessment of prior learning in two programs. The salient characteristics of the institution, the programs studied, and the report produced may be summarized briefly.

Webster is a private, independent college located in suburban St. Louis, Missouri. It has three major programs: the undergraduate school (900 students), the Master of Arts Individualized (2,330 students), and the Master of Arts in Teaching (970 students). The undergraduate college has twelve academic departments and four special academic programs in the liberal and fine arts. The extensive undergraduate program in Theatre Arts is supported by a resident theatre company with a national reputation. Undergraduates may earn one of the following degrees: Bachelor of Arts; Bachelor of Fine Arts; Bachelor of Music; and Bachelor of Music Education. The Master of Arts Individualized is a management-oriented program. In addition to maintaining a program on campus, the MAI also offers programs at a variety of military, civil service, and business organizations from the east coast to Texas. The Master of Arts in Teaching program provides in-service professional development education for practicing classroom teachers in the St. Louis metropolitan area.

Although many of the educational activities within the college emphasize experiential learning, there are two agencies within the college which facilitate assessments of prior learning: the Webster Campus Master of Arts Individualized and the undergraduate Contract Center. Assessments in both programs stress learning rather than experience, student constructed portfolios, and one or more faculty/staff members as

evaluators. In addition to assessments, both agencies facilitate a number of learning activities, such as independent studies and individualized areas of concentration. It should be emphasized that the two agencies within the college that facilitate the assessment of experiential learning are fully integrated with the academic programs, curriculum, and budget of the rest of the college.

Although the assessment process is quite similar for both agencies, they process differing numbers of students and have different budgeting systems. The Webster Campus MAI completes assessments for some 20 of its 130 students; the Contract Center completes assessments for 70 of the 500 to 550 students it serves yearly. Indirect costs for both agencies derive from the same institutional activity centers, but much of the direct costs in the Webster Campus MAI come from faculty paid on an over-load basis, while analogous Contract Center costs are based on a percentage of undergraduate faculty salaries. The Webster College Operational Models report details the institutional resources and constraints relevant to the cost analysis project, describes a methodology for arriving at indirect and direct costs, and then presents a cost-benefit analysis of the assessment programs. It concludes that total assessment costs are significantly less than costs for conventional classroom instruction, that unit costs diminish as the volume of assessment increases, and that the evaluation of the relative benefits of assessment programs should be made within the context of long-range institutional objectives.

The report will probably be most useful to private institutions faced with a changing clientele, possessing the capacity to attract older students, and having the ability to reallocate some faculty/staff resources away from class instruction and toward the various phases of assessment.

COMMENTS OF THE AUDIT COMMITTEE

The major objective for Webster's participation in the Operational Models project was to analyze the costs of assessing student prior

learning. The Webster group felt a great need to do this since there was no procedure in the institution for analyzing costs of new programs. The development of this model for analysis seemed to be very useful on that campus and has now led to similar efforts in other areas of the college program. One major result was the confirmation for that institution that costs are very closely tied to management systems.

The model developed has worked well for Webster though certain aspects may be changed when applied later because of differences in the programs as they evolve. Being part of the CAEL project helped those involved accomplish the task by opening doors in the institution that might otherwise have been closed.

Several positive things happened in the institution as a result of the project. Faculty attention has been turned to questions of efficiency and effectiveness in designing curricula and schedules for a changing clientele, and to concerns about objectives--all of which will have a positive effect on what takes place in the next academic year. Because of this example of an approach to cost analysis, the college administration has decided to analyze costs of other programs and to establish regular procedures for cost analyses. Through the internal publicity about the development of this model, approximately one-third of the undergraduate faculty not previously interested in experiential learning and crediting prior learning have now indicated a willingness to become involved. The project committee will make a full presentation on the cost analysis project and the concept of assessing prior learning to the Board of Trustees as a direct result of this project.

The Webster team reported major problems in being able to find ways to identify budgeting procedures and indirect costs within the institution. The team experienced a sense of frustration in searching in other places for useful analysis procedures until they concluded that they would have to develop an approach that worked for them. Another problem area is in making assessment of prior learning a regular part of the entire college and then finding ways to determine the costs of the procedures since the function will not be a separate activity.

As a direct result of the project Webster has determined that the fee structure needs to be changed in the graduate assessment program but that it is realistic in the undergraduate program; that the number of students to be considered for prior learning assessment will be limited in the graduate program, but will be expanded in the undergraduate program. Overall this effort has helped Webster clarify long-term goals and the missions of these several programs. The college plans to refine procedures for assessment, get more faculty involved, institute group procedures for interviewing and portfolio preparation and hire a new staff member in the assessment area in order to devote more full-time attention to this activity.

The audit team does have some questions about the completeness of the procedures used in analyzing full costs of the assessment procedure. It hopes that the procedure will receive continuing scrutiny by the institution as internal assessment of the Operational Model continues.

IV. OUTCOMES AND IMPLICATIONS

Warren W. Willingham

The purpose of this final section is to provide a general overview of the results of the Operational Models project and to reflect on what those results may suggest. Toward that end it is useful to recall the purpose and intention of this major phase of CAEL. By the fall of 1973, before CAEL got under way officially, the group that was to become the CAEL Steering Committee recognized that improving the assessment of experiential learning involved a good deal more than simply developing better assessment techniques. Since such assessment takes place in a larger academic context, it is necessary to work out effective procedures for integrating the assessment process with traditional procedures and structures. This project is an outgrowth of the need for "implementation studies" cited in that original CAEL proposal.

Two important aspects of the Operational Models project concerned content and strategy. Regarding content, the work of the participating institutions was directed toward cost of assessment because of its salient administrative importance, and toward criterion standards because of their salient educational importance. Regarding strategy, the proposal emphasized a "systems approach" to the problem. It was described along the following lines.

Assessment of experiential learning involves a student seeking credit within a programmatic and institutional context. This process is actually a complex system of policies, procedures, and people. It is important to tackle the assessment problem from a holistic viewpoint that takes into proper account the problems institutions, faculty, and students actually have to face in working through the entire assessment procedure. In this context a "systems approach" to developing an operational model means a systematic analysis of all the ways in which an assessment procedure is connected with the educational process in an existing institution.

Two types of analysis were given special emphasis: one would model the functional relationships among the important parts of an assessment program; another would model the steps through which a student would move in completing the assessment procedure. From either perspective, the task implied by a systems analysis would be to identify the critical points in the model and to specify effective ways of dealing with them. Examples of critical points would be instances where important decisions are made or practices are monitored.

Given this general approach, what types of outcomes might one expect from such projects? Dealing with complex matters of educational policy suggests that clarification of theoretical issues would be one type of desirable outcome. Certainly practical help in designing procedures that are effective in the routine operation of a program would be an even more important outcome. Potentially, the systems approach could also be effective in clarifying political issues that often impede orderly development of new activities, aside from their intrinsic merit. When the Operational Models project was proposed, the anticipated outcomes were stated as follows:

1. Greatly strengthened assessment expertise on a dozen cooperating campuses through intensive involvement in working out practical applications of experiential assessment procedures.
2. Specific techniques for implementing improved assessment methods at any institution with particular focus on ways to define local standards and cost effectiveness.
3. Published models of institutional applications of assessment procedures carried out in operating situations and giving special attention to the educational problems of students moving through programs.
4. Actual use of newly developed operational assessment procedures at a substantial number of CAEL Assembly institutions with resulting direct benefit to students.

Clearly these anticipated outcomes stressed practical benefits as opposed to theoretical or political insight, but it is useful to consider outcomes from the latter points of view as well. One can set aside fairly quickly much hope of improving understanding of the political dynamics of educational reform--at least any generalizable understanding disseminated through these institutional reports. While such outcomes were considered desirable, they were largely written off at the beginning of the project on the assumption that sensitive local political issues, even if critical in the development of a program, were not likely to be discussed in useful detail in a public report. That was a correct assumption.

With respect to useful theoretical outcomes, one thinks primarily of a successful effort to better conceptualize the assessment process or major policy issues arising in that process. In this instance there are good grounds for claiming useful outcomes. More than half of the institutions made a serious and seemingly successful effort to use a systems approach to improve their understanding of the pieces of their programs, how they related to one another, and how they ought to be integrated with the rest of the institution. Several institutions reported the actual process of modeling to be particularly useful. Antioch suggested that the "general implications of the process of building a model as a means of identifying roles of administrators, faculty, and students in carrying out and assessing a program centered on experiential learning are far more important than the specific models already developed."

Furthermore, most institutions made an effort to identify and deal with particular problems and issues at a deeper level of understanding than simply describing procedures, though the approaches varied considerably. For example, in its report the University of Kentucky undertook an extended discussion of the rationale of its program, while the report of Metropolitan State University summarized empirical data on questions pertinent to important aspects of its program. Additional issues addressed by other institutions (cited below) were interesting and useful for both theoretical and practical reasons.

With respect to practical outcomes, the work of the 12 institutions differed considerably due to the fact that the programs varied or were at different stages of development. The Universities of Oregon and Kentucky were at the stage of formulating and clarifying issues, and their models are useful for that purpose. On the other hand, Union College, the California Consortium, Memphis State, and San Francisco State were at a stage of designing or improving documents and procedures necessary for effective operation of their programs. The reports of those institutions reflect that emphasis and provide many useful prototypes, specimens, and suggested procedures.

The remaining six institutions (Antioch, Community College of Vermont, Delaware County Community College, Florida International, Metropolitan State, and Webster) placed much more emphasis upon specific issues and assessment problems concerning standards or cost. It is interesting to observe that all of these institutions placed a special emphasis upon the systems approach while most of the former group of six did not. This suggests that a systems analysis of an assessment program is likely to prove more useful within a more highly developed program.

In several cases it appeared that the project team's attempt to work through the systems model clearly facilitated their grappling with significant theoretical issues and their achieving some degree of closure on some practical issues. For example, in looking carefully at the sequence of decisions in its assessment procedure, Florida International made a surprising and useful discovery: its negotiated learning contracts seemed to involve previously unrecognized implicit as well as explicit standards. Community College of Vermont dealt in a practical way with the value-laden issue of how to yield an appropriate degree of autonomy to a local review committee and also maintain consistency in assessment and quality assurance in its programs. Both Webster College and Delaware County Community College dealt with fiscal subtleties of theoretical as well as practical import. Both models indicated their assessment process to be cost effective.

The specific outcomes of the Operational Models project can be summarized as follows:

1. The development of 12 models for implementing assessment programs, 10 of which were published by CAEL and distributed to its 250 member institutions. These include:
 - Two models of new programs at traditional institutions--a large public university (Memphis State) and a small private college (Union).
 - Two models of well-established programs at highly nontraditional but very different institutions--an upper-division state university (Metropolitan State) and a community-based two-year college (Community College of Vermont).
 - Two models of the financing of assessment programs--a private college (Webster) and a public college (Delaware County Community).
 - Two models concerned with the coordination of assessment policy and procedure in a complex system--a network institution (Antioch) and a major state system (The California Consortium).
 - Two models especially concerned with assessment of broad educational competences but otherwise quite different institutions--an innovative upper-division university (Florida International) and a traditional state university (Kentucky).
2. The dissemination of those models through a series of seminars especially developed for presentation at a national meeting of more than 300 educators (the fall 1976 CAEL Assembly).

3. Further dissemination through a series of 10 regional workshops designed to provide familiarization with the work of those institutions, but also to encourage development of local networks of interested individuals and thereby foster continued attention to problems of effectively implementing assessment procedures.
4. These activities have generated a great variety of useful products now widely available through the CAEL association: assessment prototypes, specimen documents, procedural guidelines, an educational game, detailed analyses of specific assessment issues, and concrete models of operating assessment programs.
5. Finally, this work has had the direct effect of involving a large number of faculty and students in new or enhanced learning activities, all directed toward the conscious objective of improving the education of individual students.

These outcomes are quite congruent with those anticipated in the project proposal and cited above. Additionally there are several implications of this work that deserve attention. These are based both upon what was learned in the project and upon consideration of problems with which the project did not deal.

First, the work of these 12 institutions suggests that a critical level of understanding is usually necessary before an institution can take a step beyond its current practice in generating or adopting new ideas. This seems especially due to the fact that faculty must discover for themselves the validity and local appropriateness of new approaches. Revelation doesn't usually work. This underscores the need for research and development projects that provide fairly prolonged and intensive faculty involvement. Such involvement was clearly a value of the general approach represented in this project.

Despite the substantial amount of useful work on various aspects of the standards problem, there is still limited progress in the specification of criterion standards (i.e., type and level of competency expected) in ways that facilitate clear communication to students and result in judgments that are fair and consistent. The need for further work in this area concerns both depth of analysis and breadth of application. Many types of competences have received little attention beyond annotated listings. There is much work to do in describing clear instances of student knowledge or performance that can serve as benchmarks for faculty--both in their deliberations as to what constitutes an appropriate standard and in their actually applying it to student learning.

An area of special concern is that of so-called generic competences (e.g., communication skill, critical thinking). These outcomes of general education are uniformly accorded high priority though most institutions have not yet defined these outcomes in ways that respect their subtlety and diversity and also provide an adequate basis for knowing whether the outcome has actually been achieved at a satisfactory level. The dilemma is how to find a proper balance between specificity of learning/assessment objectives and generality in the value of what is learned. The experience of this project seems to underscore the continuing difficulty in dealing with that problem.

The financing models are among the more valuable outcomes of this project because so little good advice is available on this important issue. These two models give other institutions the benefit of concrete examples for exploring alternative cost and income assumptions. Despite the obvious value of this work, it makes even more apparent the critical issues that have yet received so little attention. Two seem especially important. One concerns the costs and benefits of alternate modes of assessment. Another concerns the indirect costs and benefits of assessing experiential learning that stand one step removed from those considerations emphasized in these two models--namely, how to evaluate the immediate and longer term effects of a new program on students, faculty, and the institution.

An important overarching consideration in developing any new educational program is how to integrate the program into the existing structure so that the innovator, in effect, eventually puts himself out of business. This requires a conscious plan, some elements of which are visible in the models developed in this project. There is need, however, to give special attention to the nature of critical program functions (e.g., student advising, curriculum development, and quality assurance) and how those functions compare in new versus traditional programs. Making them compatible is one level of integration; having traditional units simply take over the new function may often be the more desirable end result. In either event, the integrating strategy requires attention in its own right.

A final implication of this work concerns the community of interest represented in this series of institutional projects. Assessment of experiential learning has several important commonalities: a commitment to facilitating competence, a concern for students, an interest in instruction, a willingness to mold programs to educational needs--all such values reflect, as Virginia Smith noted at a recent conference, at Alverno College, a central concern with learning as opposed to other priorities of college faculties. The sharing of these common values was very apparent among the participants in the CAEL Operational Models project. This observation suggests that experiential learning is an effective focus for those values and that CAEL can provide an additional associational forum beneficial to higher education generally.

APPENDIX

- A. Agendas for Workshops A and B
- B. Annotated Listing of Project Reports
- C. Seminar Descriptions
- D. Local Workshop Agendas

APPENDIX A

AGENDA FOR FALL, 1975, WORKSHOP A CAEL Operational Models Project September 21-23, 1976 St. Louis

Sunday, September 21

5:30 - 6:30 p.m.	Cocktails (cash bar)
6:30 - 8:00 p.m.	Dinner
8:00 - 9:00 p.m.	Orientation to the workshop

Monday, September 22

9:00 a.m. - 12:00 noon	Concurrent sessions on (1) criterion standards, and (2) costs and financing a. Discussion of background paper b. Group exercises
12:15 - 1:30 p.m.	Lunch
1:30 - 3:30 p.m.	Concurrent group sessions on criterion standards and costs and financing: "Six Critical Questions"
3:30 - 4:00 p.m.	Refreshments
4:00 - 5:00 p.m.	Concurrent group sessions on criterion standards and costs and financing "A Seventh Question"
Evening	Participants refine and prioritize institutional objectives

Tuesday, September 23

9:00 - 10:30 a.m.	Group sessions--institutions share and discuss objectives
10:30 - 11:00 a.m.	Coffee
11:00 - 12:00 noon	Final plenary session: I. A review of the concurrent sessions: John Fremer, Dean Jamison, Barbara Burgess Wolfe II. Some reactions: Patricia Thrash, Associate Executive Director, North Central Association of Colleges and Secondary Schools III. Discussion and adjournment

AGENDA FOR SPRING, 1976, WORKSHOP B

CAEL Operational Models Project

March 24-26, 1976

San Francisco

Wednesday, March 24

5:30 - 6:30 p.m.	Social Hour
6:30 - 9:00 p.m.	Dinner and Plenary Session (Orientation report of the workshop planning committee)

Thursday, March 25

9:00 - 10:30 a.m.	Workshop Session A (Four groups meet concurrently)*
10:30 - 11:00 a.m.	Coffee
11:00 - 12:30 p.m.	Workshop Session B (Four groups meet concurrently)*
12:30 - 1:30 p.m.	Luncheon
1:30 - 3:00 p.m.	Plenary Session--Fall Dissemination Workshops (Discussion of ground rules, review of possible techniques)
3:00 - 3:15 p.m.	Break
3:15 - 4:45 p.m.	Workshop Session C (Four groups meet concurrently)*

Friday, March 26

9:00 - 9:30 a.m.	Plenary Session--Preparing Operational Model Reports (Discussion of guidelines and review process)
9:30 - 11:00 a.m.	Final Group Session (Four groups meet concurrently)
11:00 - 11:45 a.m.	Final Plenary Session

*Sessions A, B, and C are the main focus of the workshop. In each of these sessions four groups will meet concurrently and review intensively the work and materials submitted by one institution. Role playing and other techniques will be used to facilitate useful formative review and constructive critique. The four groups will be formed by individual selection prior to the workshop.

APPENDIX B

REPORTS OF THE CAEL OPERATIONAL MODELS PROJECT

1. Implementing a Program for Assessing Experiential Learning

A CAEL Project Report edited by Warren W. Willingham and Hadley S. Nesbitt

This report contains selected material prepared by ETS staff members as background information for the Operational Models project. It gives a general overview of the main issues addressed in the project and provides reference information that can help other institutions work on an operational model. The report includes three papers: "Developing an Operational Model for Assessing Experiential Learning" by Warren W. Willingham and Kurt F. Geisinger; "Setting and Evaluating Criterion Standards" by John Fremer; and "Assessment and Accreditation: Economic Considerations" by Dean T. Jamison and Barbara Burgess Wolfe. A briefly annotated bibliography is included.

(\$3.50)

The following seven reports were prepared by institutional teams participating in the Operational Models Project.

2. Coordinating Educational Assessment Across College Centers

A CAEL Institutional Report prepared at Antioch College by Ruth Churchill, Andre Guerrero, Janet Hartle, and Harry Horwitz

The authors report on an operational model developed as a result of a systematic analysis of three distinctly different Antioch centers. The model uses four major levels focusing on flow of influence: Level I--the rationale of Antioch College and the individual centers; Level II--programmatic matters bearing on curriculum, faculty, and students; Level III--student assessment based on criterion standards, appraisal of learning, and preparation for assessment; and Level IV--methods of

translating experiential learning for nontraditional consumption, outlining credit policies and records of learning outcomes. The report discusses five major findings that have important implications for institutions using experiential learning as a core philosophy.
(\$3.50)

3. Standard Setting by Students and Community--How Much Is Enough?

A CAEL Institutional Report prepared at the Community College of Vermont by Laurent A. Daloz and Clotilde Pitkin

This report extends the position that the highest purpose of education is to foster both community and individual self-reliance. It describes the process and materials developed to help students and local Review Committees agree on standards that are unique to student goals, that accurately reflect community expectations, and that conform to the institution's educational principles. It lists the steps through which student and committee go in the degree development sequence.
(\$3.50)

4. Implementing and Financing Portfolio Assessment in a Public Institution

A CAEL Institutional Report prepared at Delaware County Community College by Eugene J. Kray and Lorraine D. Hultgren

The authors first describe the formation, organization, philosophy, and structure of DCCC's program for assessing prior experiential learning. The heart of the report presents a financial model in which (1) all parties--student, state, and local sponsor--share in the cost of assessment in the same proportions as they do for the traditional programs of the college; (2) faculty are compensated for their time on a contact hour basis according to the number of credits sought by the student--not the number of credits awarded; and (3) the cost of assessment is shown to be approximately one-fourth the cost of traditional course work. This model should be of general interest to both two-year and four-year public colleges.
(\$3.50)

5. Implementing Competency-Based Assessment of Prior Learning

A CAEL Institutional Report prepared at Florida International University by Nancy Wylie

This report describes the development, trial use, and revision of a competency-based tool for assessing prior learning--The Prior Experiential Learning Evaluation Packet. The author explains the integration of the new assessment process within an existing external degree program; describes how the external degree program and its students interact with other administrative and academic units of the University; and discusses EXPLICIT AND IMPLICIT STANDARDS and their implications for assessment in a context in which the responsibility for assessment is partially decentralized.

(\$3.50)

6. An Individualized Competence-Based Assessment Model

A CAEL Institutional Report prepared at Metropolitan State University by Annie Belle Calhoun, James Deegan, Leah Harvey, and Charles Libera

Metropolitan State University is an upper-division, competence-based, baccalaureate-degree-granting institution created in 1971 to serve adults. This operational model focuses on topics such as criterion standards within the context of an individualized, student-centered, competence-based program; the use of external or community based persons as expert judges of students' competences; the functions and activities of assessment faculty; the strengths and weaknesses of the narrative transcript; and the effectiveness of the University's assessment policies, procedures, and materials.

(\$3.50)

7. Analyzing Costs in the Assessment of Prior Learning

A CAEL Institutional Report prepared at Webster College by R. Lynn Kelley, Terrence J. MacTaggart, and Robert A. Spencer

This report describes the preparation for and the results of a cost analysis of the assessment of prior learning in two programs. It concludes that total assessment costs are significantly less than costs for conventional classroom instruction, that unit costs diminish as the volume of assessment increases, and that the evaluation of the relative benefits of assessment programs should be made within the context of long-range institutional objectives. This model will probably be most useful to private institutions that are faced with changing clientele and have the capacity to attract older students.

(\$3.50)

8. Initiating Experiential Learning Programs

This publication is a compilation of four Institutional Reports, all of which deal with programs that are in some sense in an early stage of development. For that reason it may be of special interest to institutions just starting or considering new programs that involve assessment of experiential learning.

(\$5.00)

The four reports included are:

- a. "The Assessment of Prior Learning in a Traditional Decentralized Setting: Flexibility Within the Challenge Examination Framework"
A CAEL Institutional Report prepared at The Consortium of the California State University and Colleges by Barrie D. Bortnick

Many large university systems face two major issues:

- (1) To what extent can a model for individual assessment of prior learning be developed that both draws on support from a large traditional institution and is responsive to a variety of legitimate instances for which credit should be awarded?
- (2) To what extent can there be decentralized administration without sacrificing overall consistency?

The CCSUC report analyzes the Consortium's response to these two issues.

b. "Assessing Prior Learning in a Traditional State University"

A CAEL Institutional Report prepared at Memphis State University by Richard R. Ranta

This report describes how a new, independent, degree-granting college within a large, traditional state university dealt with the following issues:

- (1) establishing specific criteria for students seeking credit for experiential learning,
- (2) acquainting faculty and administrative staff with the assessment of experiential learning.
- (3) developing specific procedures to assess experiential learning,
- (4) integrating these criteria and procedures into the structure of the college and the structure of the entire University.

c. "Centralization of Experiential Education in a Liberal Arts Institution"

A CAEL Institutional Report prepared at Union College by Dale K. Myers and Joe G. Thomas

This report begins with a rationale for experiential education in a liberal arts curriculum. Dealing primarily with sponsored field experience, the model presents a centralized system for field placements, monitoring activities, and faculty and student training programs dealing with assessment. The use of contracts for assessing field experience learning is also discussed. The report incorporates a handbook on experiential education developed especially for students.

- d. "Exploring the Psycho-Political Development of Liberal Arts Interns"
- A CAEL Institutional Report prepared at the University of Kentucky by Barbara K. Hofer, Robert F. Sexton, and Ernest Yanarella

This report describes a program that attempts to combine internships and an interdisciplinary seminar in order to teach a liberal arts concept (ethics) in a manner that would lead to a deeper understanding and internalization than if taught solely in the classroom. An evaluation design for the program participants, as well as the theoretical framework for the design, are discussed in detail. The report may be useful to institutions considering integration of experiential education into a liberal arts curriculum.

APPENDIX C

INFORMATION CONCERNING OPERATIONAL MODELS SEMINARS IN CLEVELAND

Monday, October 11 - 1:45 p.m.

Tuesday, October 12 - 1:45 p.m.

Seminar #1

TITLE: Coordinating Educational Assessment Across College Centers

INSTITUTION: Antioch College

PARTICIPANTS: Ruth Churchill, Chairperson
Janet Hartle
John Sullivan

SEMINAR FORMAT: CASE STUDY

NATURE OF MODEL: 1) Does the model provide a college or university with a useful tool for describing and comparing different programs, centers, or campuses which emphasize experiential learning? 2) Does it isolate different problems in assessment and evaluation in different programs in experiential learning? 3) Does it reveal changes in roles of student, faculty, and administration which occur when experiential learning is emphasized?

INTENDED AUDIENCE: Colleges, universities, consortia with several programs involving experiential learning. Especially for people responsible for coordinating such programs.

INTENDED OUTCOMES: Through the application of an operational model to actual programs, participants will learn about building and using a model to analyze, compare, and identify problems in evaluation. Outcomes stressed will be in terms of common and special problems of different experiential learning programs.

Seminar #2

TITLE: How Much is Enough? How Students and Communities Develop Answers

INSTITUTION: Community College of Vermont

PARTICIPANTS: Larry Daloz, Chairperson
Clo Pitkin

SEMINAR FORMAT: Demonstration, Problem-Solving Discussion, Simulation

NATURE OF MODEL: Can students and community members take an active part in establishing standards?

INTENDED AUDIENCE: Intended for colleges who wish to engage students and community members more actively in the assessment and educational process.

INTENDED OUTCOMES: Participants will: 1) Identify some old and some new issues in assessment of prior learning, 2) have a new, participatory model for assessment, 3) take away sample assessment materials.

Seminar #3

TITLE: Two Financial Models for Assessment Programs at Public and Private Institutions

INSTITUTION: Delaware County Community College, Webster College

PARTICIPANTS: Eugene J. Kray, Co-Chairperson
Terrence MacTaggart, Co-Chairperson
Lori D. Hultgren
Robert Spencer

SEMINAR FORMAT: Demonstration, Problem-Solving Discussion

NATURE OF MODEL: Main focus is on the development and implementation of cost effective programs at both a public and private institution.

INTENDED AUDIENCE: Exploratory or implementation level public or private institution; models are of a community college program and undergraduate and graduate programs at a private institution.

INTENDED OUTCOMES: Gain specific knowledge in breaking down costs of an assessment program. The cost to the student, school, and payment to faculty members and benefits of assessment programs will also be discussed.

Seminar #4

TITLE: Competency-Based Assessment of Prior Learning: The Prior Experiential Learning Evaluation Packet

INSTITUTION: Florida International University

PARTICIPANTS: Nancy Wylie, Chairperson
Dabney G. Park, Jr.

SEMINAR FORMAT: Case Study

NATURE OF MODEL: Development, trial use, and evaluation of a competency-based assessment process which focuses on the use of the Prior Experiential Learning Evaluation Packet, a tool developed at FIU for assessing cognitive competencies derived by External Degree students from work experiences.

INTENDED AUDIENCE: Most useful for institutions with established programs which recognize and grant credit for prior learning from work experiences. Deals exclusively with competencies derived from work experiences, and does not address general education or liberal arts curricula as a major focus.

INTENDED OUTCOMES: Participants will learn the rationale, history, and techniques of applying the Evaluation Packet. Will receive copies of the Evaluation Packet, and have experience in its use through small group and case study exercises.

Seminar #5

TITLE: Assessing Prior Learning in a Traditional State University

INSTITUTION: Memphis State University

PARTICIPANTS: Dr. Richard R. Ranta, Chairperson
Dr. Robert J. Hatala
Garden Kirksey

SEMINAR FORMAT: Case Study

NATURE OF MODEL: The main focus of University College's Operational Model Project was the establishment of criteria and procedures for assessing prior experiential learning which would gain the widest acceptance within the University while providing the fairest assessment of a student's prior learning. Because of the catalytic mission of University College, it was also hoped that wise development of respected criteria and procedures would enable other units in the University to profit from the project.

INTENDED AUDIENCE: Primary audience is large state institutions with traditional departmental and college structures. However, any conventional institution administered through departments could benefit. No previous experience in the practice of assessment is assumed.

INTENDED OUTCOMES: Participants will learn to establish criteria for assessment and procedures for translating prior learning into appropriate academic process, and data on the kind and amount of credit awarded thus far. They will learn the pitfalls to be avoided in organizing assessment procedures.

Seminar #6

TITLE: Community-Based Assessment of Experiential Learning

INSTITUTION: Metropolitan State University

PARTICIPANTS: Annie Belle Calhoun, Chairperson
Dr. Charles Libera

SEMINAR FORMAT: Problem Solving Discussion

NATURE OF MODEL: The major emphasis of the model was on the refinement of an existing assessment system. The seminar will focus on the development of a community-based assessment system stressing the advantages and the disadvantages. Exercises will be used to enable participants to vicariously experience the system and focus on the primary issue of maintaining the credibility of this assessment system.

INTENDED AUDIENCE: This seminar will be most beneficial for institutions (or programs) which allow students freedom in determining the type of experiential learning to be recognized as part of the degree program, which have degree requirements which are somewhat flexible and plan to use community resources as a major part of the assessment program.

INTENDED OUTCOMES: The principal objective of the seminar is to provide guidelines for developing a community-based assessment model which allows the student freedom to choose the evaluators.

Seminar #7

TITLE: Challenges in Assessing Prior Learning in a Traditional Decentralized Setting

INSTITUTION: The Consortium of the California State University and Colleges

PARTICIPANTS: Dr. Barrie D. Bortnick, Chairperson

SEMINAR FORMAT: Case Study, Problem-Solving Discussion

NATURE OF MODEL: 1) Trying to maintain flexibility and fairness within a traditional framework; 2) trying to maintain some consistency in the face of decentralization. Also discussed will be other possible services that can be provided by state-wide agencies, such as credit banks, reviews of non-college courses, and advisory networks.

INTENDED AUDIENCE: 1) Those working in traditional institutional settings and dealing with faculty and administrators holding conservative attitudes toward the assessment of prior learning; 2) those working in settings in which assessment procedures will involve several different departments or schools, but in which there is the need to maintain broad consistency; 3) those launching new programs (as the Consortium is now) and looking to analyze the choices that need to be made in relation to such assessment programs.

INTENDED OUTCOMES: Hopefully a fuller shared understanding of the kinds of issues that need to be faced in relation to the above and some of the options available to institutions each step of the way in launching a new program in assessing prior learning.

Seminar #8

TITLE: Centralization of Experiential Learning in the Liberal Arts Institution

INSTITUTION: Union College

PARTICIPANTS: Dr. Dale K. Myers, Chairperson
Mr. Joe Thomas

SEMINAR FORMAT: Case Study, Problem Solving Discussion

NATURE OF MODEL: Introduction of a central coordinating office for experiential education in the liberal arts institution, use of the learning contract as the means of assessment.

INTENDED AUDIENCE: Liberal arts institutions in the early stages of experiential education program development; those who are making use of learning contract for assessment.

INTENDED OUTCOMES: To learn how experiential education may be centralized on a campus and the benefits from doing so. To gain insight into the use of a learning contract as a method for assessment.

Seminar #9

TITLE: Exploring the Psycho-Political Development of Liberal Arts Interns

INSTITUTION: University of Kentucky

PARTICIPANTS: John B. Stephenson, Chairperson
Robert F. Sexton
Ernest Yanarella

SEMINAR FORMAT: Case Study

NATURE OF MODEL: The model utilizes experiential education and seminars to help students explore the ethics and values of decisions made in the public sector.

INTENDED AUDIENCE: "Sponsored" experiential education programs at all levels of experience.

INTENDED OUTCOMES: Participants should understand the process of integrating a program with developmental objectives into a multipurpose university and the prospects for measuring this development.

APPENDIX D

LOCAL WORKSHOP AGENDAS

Most institutions participating in the Operational Models Project held a local workshop during the summer or fall of 1976. The primary purpose of these workshops was to extend dissemination of the models to local networks of institutions that might be thereby encouraged to continue mutually useful collaboration and communication. The agendas and, in some cases, selected supporting materials for those local workshops are reproduced on the following pages.

ANTIOCH COLLEGE
Local Workshop on Antioch Operational Model
August 5-6, 1976

Present

Antioch New England	2 representatives
Antioch/Philadelphia	3 representatives
Antioch Baltimore	1 representative
Antioch Washington	1 representative
Antioch Columbia	2 representatives
Antioch East (Dean's Office)	2 representatives
Provost's Office, Antioch College	3 representatives

(Antioch East represents one group of Antioch Centers, including, among others, all the centers listed. The Provost's Office functions for Antioch College as a whole.)

August 5

9:30 a.m. - 12:00 noon	Presentation of model Discussion
1:30 p.m. - 4:30 p.m.	Problems of the centers Discussion

August 6

9:30 a.m. - 12:00 noon	Center response to the model Discussion
1:30 p.m. - 4:30 p.m.	Future usefulness of the model to the center Discussion

EVALUATION OF DISSEMINATION WORKSHOP, ANTIOCH COLLEGE

The workshop produced a great deal of useful criticism of the model both directly and indirectly.

First, nothing that was said suggested that in its broad outlines the model did not work. By working, I mean describe centers meaningfully and accurately, identify ways in which the centers resembled and differed from each other, and permit discussion of strengths in various programs as well as problems which arise.

Second, it was obvious that the model and its examples could be improved. The three examples are all of professional programs; how does the model work in a liberal arts setting?

Third, the questions on which the participants focussed and the spirit in which they expressed themselves was impressive. Questions arose at all levels of the model--basic educational rationale, program, faculty and administrative roles, questions not only of supervision and assessment of student work but also of evaluating programs, and finally of reporting student's work fairly to people outside Antioch. The discussion revealed common strengths and common concerns and possibilities for working together, and I was glad that the conference on the operational models gave people a chance to express these feelings.

Finally, the major lack in the operational model report is that there is no account of the process. What people need to know is not so much the finished model but the process of building the model because it is the process which enables people to use the model.

October 19, 1976

DELAWARE COUNTY COMMUNITY COLLEGE, MEDIA, PENNA.

DRIVE-IN WORKSHOP On Experiential Learning

Tuesday, November 23, 1976

- 9:00 am Coffee
- 9:30 am Welcome
- 9:45 am I. History of Experiential Learning
- a) National Information
 - b) Cooperative Assessment of Experiential Learning,
CAEL Information (CAEL Story)
- 10:15 am Coffee
- 10:30 am II. DCCC'S Process
- a) Slide tape - Flow chart
 - b) Panel - Life/learning Experience Assessment Program, LEAP
(Faculty - LEAP Students)
- 12:00 Luncheon
- 1:15 pm III. Financial Model/DCCC
- a) Faculty Compensation
 - b) Cost at DCCC
 - c) Tuition
- 2:00 pm IV. Webster College - T. MacTaggart
(Emphasis on Process)
- 2:45 pm V. Future Directions of Experiential Learning
- 3:15 pm
- a) CAEL Assembly
 - b) Middle States Association
 - c) Program Evaluation

FLORIDA INTERNATIONAL UNIVERSITY
THE SOUTH FLORIDA INVITATIONAL WORKSHOP ON
COMPETENCY-BASED EDUCATION

Tuesday, November 30, 1976

9:00 A.M. - 4:30 P.M.

University House 210

Florida International University, Tamiami Campus

9:00 a.m. - 9:15 a.m.	Registration
9:15 a.m. - 9:30 a.m.	Welcome and Introductions Jules O. Pagano Dean, Program Development and Evaluation, FIU Vice-Chairperson, CAEL
9:30 a.m. - 10:15 a.m.	<u>"COMPETENCY-BASED EDUCATION: PRINCIPLES AND PRACTICE"</u> William R. O'Connell, Jr. Director, Undergraduate Educational Reforms Southern Regional Education Board
10:15 a.m. - 10:30 a.m.	BREAK
10:30 a.m. - 12:00 noon	<u>"IMPLEMENTING COMPETENCY-BASED ASSESSMENT OF PRIOR LEARNING"</u> Nancy Wylie Chairperson, CAEL Research Committee at FIU Dabney G. Park, Jr. Director, External Degree Program
12:00 noon - 1:30 p.m.	LUNCH - on your own
1:30 p.m. - 2:15 p.m.	<u>"HUMAN SERVICE FIELD EXPERIENCE: A COMPETENCY-BASED INTERNSHIP PROGRAM"</u> Luther Taylor Associate Professor, Sociology Charles Asbury Associate Dean, General Education Miami-Dade Community College, North Campus
2:15 p.m. - 2:30 p.m.	BREAK
2:30 p.m. - 3:00 p.m.	<u>"INDIVIDUALIZED COMPETENCY-BASED CURRICULA AT LIFE LAB"</u> Pamela Johnson Associate Director, Life Lab Miami-Dade Community College, Downtown Campus

- 3:00 p.m. - 3:30 p.m. "FLORIDA PROJECT ON COMPETENCY-BASED ARTICULATION
IN GENERAL EDUCATION"
Karen Watkins
Institutional Representative
Miami-Dade Community College, North Campus
- 3:30 p.m. - 3:45 p.m. BREAK
- 3:45 p.m. - 4:15 p.m. "COMPETENCY-BASED EDUCATION AND THE ASSESSMENT OF
LEARNING"
Barry Greenberg
Associate Director, Institutional Research
Florida International University
- 4:15 p.m. - 4:30 p.m. PARTICIPANT-OBSERVER'S COMMENTS
Paul Gallagher
Associate Dean, School of Education
Florida International University

A COMMUNITY AFFAIRS AREA PROGRAM

MEMPHIS STATE UNIVERSITY
CONFERENCE ON ASSESSMENT OF EXPERIENTIAL LEARNING
November 19-20, 1976
Room B-118, College of Business Administration
Memphis State University
Memphis, Tennessee

Friday, November 19

- 12:00 - 1:30 p.m. Registration at Richardson Towers
- 2:00 - 2:30 p.m. Why Evaluate Experiential Learning?
Description, Development and Function of
University College
- 2:30 - 3:00 p.m. How is Experiential Learning Evaluated?
Criteria, Practice and Procedures of Evaluation
- 3:00 - 3:30 p.m. BREAK
- 3:30 - 5:00 p.m. Panels (Consecutive)
1. Practice - Portfolio Preparation,
Instructions to Evaluators, Fees
 2. Issues - Acceptance of Assessment, Cost,
Accreditation and Adoption by
Other Colleges
- 6:00 p.m. Dinner at Richardson Towers
- "Assessment of Experiential Learning Among
Innovative Modes of Instruction"
- William R. O'Connell, Jr., Project Director
Undergraduate Educational Reform
Southern Regional Education Board, Atlanta,
Georgia

Saturday, November 20

- 9:00 - 10:30 a.m. Assessment, Case Studies
- 10:30 - 11:00 a.m. BREAK
- 11:00 - 11:45 a.m. "Evaluation of Noncollegiate Sponsored Instruction"
- Barrie D. Bortnick
Coordinator of Competency Assessment and Evaluation
Consortium of the California State University and
Colleges
- 11:45 - 12:00 noon Evaluation of Conference

An opportunity for additional discussions with University College administrators, faculty, and students is available at a cash lunch in Richardson Towers at noon following the Conference

SAN FRANCISCO STATE UNIVERSITY

WORKSHOP #1

DEVELOPMENT OF FACULTY SKILLS IN ASSESSMENT OF EXPERIENTIAL LEARNING

Tuesday, November 9, 1976

- | | |
|-----------------------|--|
| 4:00 p.m. - 7:00 p.m. | Registration at Motel (the Ramada Inn) |
| 6:00 p.m. - 8:00 p.m. | Pre-dinner cocktails* |

Wednesday, November 10

- | | |
|------------------------|--|
| 8:30 a.m. - 9:00 a.m. | Registration (coffee and rolls)* |
| 9:00 a.m. - 9:45 a.m. | "Evaluating the Quality of Experience--What is Creditable Learning?" |
| 9:45 a.m. - 12:00 noon | "Tactics and Techniques for the Assessment and Documentation of both Prior and Sponsored (field work) Learning Experiences."
Including examples, exercises, small group discussions and a break for coffee. |
| 12:00 noon - 1:00 p.m. | LUNCH (provided at workshop site)* |
| 1:00 p.m. - 1:30 p.m. | Summary of morning session |
| 1:30 p.m. - 2:30 p.m. | "Making People Aware--Consciousness Raising about Non-Classroom Learning." |
| 2:30 p.m. - 2:45 p.m. | COFFEE BREAK |
| 2:45 p.m. - 3:45 p.m. | "Strategies for Achieving Institutional Acceptance and Implementation of Experiential Learning." |
| 3:45 p.m. - 4:30 p.m. | "What Can be Done on Your Campus?" Small group discussion. |
| 4:30 p.m. - 5:00 pm | "High Points and Comments." |

* Resource material developed by CAEL will be on display for your consideration during the workshop. This will include a Resource Book, a series of publications on experiential learning developed and several tape-slide shows useful in training local campus faculty.

UNIVERSITY OF KENTUCKY AND UNION COLLEGE
EXPERIENTIAL EDUCATION AND THE LIBERAL ARTS:

STRATEGIES FOR PROGRAM DEVELOPMENT

Shakertown, Pleasant Hill, Kentucky

September 23-24, 1976

Overview

This workshop is sponsored by the University of Kentucky Office for Experiential Education and the Union College Office of Experiential Education, and supported by CAEL (Cooperative Assessment of Experiential Learning). Both institutions have participated in the CAEL "Operational Models Project" during the past year. This workshop will disseminate information about these models and other issues related to experiential education.

Thursday, September 23

6:00 p.m.	Social Hour - West Family House
7:15 p.m.	DINNER - Trustees Office
8:30 p.m. - 9:30 p.m.	WELCOME AND KEYNOTE ADDRESS - West Family House
	"The Promise of Experiential Education for Liberal Arts" John B. Stephenson, Dean of Undergraduate Studies, University of Kentucky

Friday, September 24

8:15 a.m.	BUFFET BREAKFAST - Trustees Office
9:30 a.m. - 10:30 a.m.	TWO MODELS FOR EXPERIENTIAL EDUCATION - THE UNIVERSITY OF KENTUCKY AND UNION COLLEGE (Participants will be divided into groups A and B to consider models for the liberal arts college or the multi-purpose institution.)
10:30 a.m. - 10:45 a.m.	COFFEE
10:45 a.m. - 12:00 noon	"CAELEIDOSCOPE" SIMULATION GAME - Group A AWARDING ACADEMIC CREDIT - Group B
12:00 noon - 1:00 p.m.	LUNCH - Trustees Office
1:00 p.m. - 2:00 p.m.	"CAELEIDOSCOPE" SIMULATION GAME - Group B AWARDING ACADEMIC CREDIT - Group A
2:00 p.m. - 2:30 p.m.	NATIONAL TRENDS IN EXPERIENTIAL EDUCATION
2:30 p.m. - 3:00 p.m.	WORKSHOP EVALUATION
3:00 p.m.	ADJOURN

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WEBSTER COLLEGE
ISSUES IN THE ASSESSMENT OF PRIOR LEARNING
A WORKSHOP AT WEBSTER COLLEGE

One of the most actively studied issues in higher education today is the granting of college credit for learning that takes place outside academe. This practice goes under a number of titles: "credit for prior learning," "work experience credit," "life experience credit," and "credit for experiential learning." The Federal Government, through the Fund for Improvement of Postsecondary Education (FIPSE), has commissioned studies and experimentation in this area. Major research findings in the philosophy and practice of assessing prior learning are now being circulated by the Cooperative Assessment of Experiential Learning (CAEL) project.

Webster College will present a workshop on July 14 giving an overview of assessment programs across the country, as well as more concrete illustrations of the process of assessment from student and faculty perspectives. The costs and benefits of the assessment process will be discussed in the afternoon session.

This workshop is intended for an audience of teachers and counselors, and administrators with an eye to developing programs for mature, adult students.

SCHEDULE

Wednesday, July 14, 1976

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| 10:00 a.m. | An Overview of Assessment of Prior Learning
Dr. Barbara Barbato, CAEL Executive Committee |
| 10:30 a.m. | Assessment From a Faculty Member's Perspective--The Process
Dr. Lynn Kelley, CAEL Grant Director |
| 11:00 a.m. | Assessment from a Student's Perspective--The Benefits
Ms. Zella Harrington, Director
Nursing and Health Programs, American Red Cross |
| 12:00 a.m. | Lunch: Grant's Cabin (Free to all participants) |
| 2:00 p.m. | Administrative Costs of Assessment Programs
Dr. Terrence MacTaggart, Assistant Dean, MAI Program
Mr. Robert Spencer, Assistant Vice President, Webster College |
| 3:00 p.m. | Institutional Benefits of Assessment Programs
Dr. Terrence MacTaggart
Mr. Robert Spencer |